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Section 1. Study of art

Drobysh Anastasiya Andreevna
Kiev Academy of Arts
E-mail: dana181921@gmail.com

THE IMPLEMENTATION OF THE DOGMATS OF THE CATHOLIC CHURCH IN THE SPIRITUAL MUSIC OF ANTON BRUCKNER

Abstract. The article deals with some issues of understanding of A. Bruckner's sacred music by foreign and domestic musicologists. Based on the analysis of church compositions through the prism of Catholic theology, the author identifies the stylistic features of the composer's work.

Keywords: sacred music, canonical texts, theological aspect, key images, A. Bruckner's style.

Дробыш Анастасия Андреевна
Киевская Академия искусств
E-mail: dana181921@gmail.com

ВОПЛОЩЕНИЕ ДОГМАТОВ КАТОЛИЧЕСКОЙ ЦЕРКВИ В ДУХОВНОЙ МУЗЫКЕ АНТОНА БРУКНЕРА

Аннотация. В статье рассмотрены некоторые вопросы понимания духовной музыки А. Брукнера зарубежными и отечественными музыковедами. На основе анализа церковных сочинений через призму католического богословия выявлены стилистические особенности творчества композитора.

Ключевые слова: духовная музыка, канонические тексты, богословский аспект, ключевые образы, стиль А. Брукнера.

Антон Брукнер — один из немногих композиторов, прошедших долгий и сложный путь становления. Известный прежде всего как композитор-симфонист, А. Брукнер написал достаточное количество достойных внимания духовных произведений. Наибольшую известность получили его большие мессы, которые уже традиционно называют «симфониями для церкви», а также *Te Deum* и несколько мотетов, относящихся к зрелому периоду творчества.

Начиная с последней четверти XX столетия и по сегодняшний день духовные произведения венского мастера привлекают все возрастающее внимание музыковедов, культурологов и исполнителей. Думается, это связано, во-первых, с активной исполнительской практикой и, во-вторых, с исследованиями мировых культурных процессов середины XIX — начала XX веков.

Как известно, именно церковные произведения были основой для формирования композитора-

симфониста. Духовную музыку А. Брукнер писал на протяжении всей жизни, а последнее произведение на библейскую тематику было создано за четыре года до смерти. Вероучение католической церкви было очень близко воспринято композитором еще с детства и ярко отобразилось в его произведениях, детальный анализ которых является доказательством того, что стилевые черты музыки А. Брукнера имеют непосредственные истоки в понимании основополагающих христианских догматов.

В рамках данной статьи представляется актуальным и полезным рассмотреть некоторые работы и выяснить, какие вопросы исследования брукнеровского наследия недостаточно раскрыты. Цель статьи — очертить целостную картину личности и творчества А. Брукнера, высветив богословско-музыковедческий аспект его духовных произведений.

В зарубежном музыковедении давно существует большое количество биографических и аналитических исследований творчества А. Брукнера. Последним значительным исследованием духовных произведений композитора является работа Фабиана Фрайсберга (Fabian Freisberg) [13]. Ценность этой работы составляет прежде всего анализ всех духовных произведений А. Брукнера. При этом в основу положен жанровый принцип, что позволяет раскрыть стилистические особенности в пределах одного жанра и композиторский вклад в историю его развития.

В одной из глав автор исследования поднимает вопрос о понятии «церковная музыка» и в связи с этим цитирует отрывок статьи из крупнейшей музыкальной энциклопедии *Die Musik in Geschichte und Gegenwart:* «Термин церковная музыка может использоваться в общем смысле для обозначения всякой музыки, звучащей в христианских церквях. < … > Церковная музыка выступает как собирательный термин, так как имеет большое разнообразие жанров, локальных особенностей, в том числе различных форм передачи и записи … » [13,

54]. В результате размышлений исследователь говорит о бесспорной важности духовных произведений А. Брукнера, независимо от того, к какой категории они относятся — литургической (церковной) или паралитургической музыки.

Разделяя произведения А. Брукнера на указанные выше две группы, Ф. Фрайсберг относит мессы, мотеты, антифоны, респонсории и гимны к церковной музыке, а псалмы, фесткантату и малые хоры, написанные на немецком языке,— ко второй группе внецерковных произведений. Немецкоязычные хоры были написаны в традиции протестантского хорала и не исполнялись в литургической практике. Но псалмы и кантата предназначались преимущественно для празднования определенного церковного события, а, значит, исполнения в церкви, поэтому остается непонятным, по какому критерию автор исследования классифицировал эти опусы как внецерковные.

Американский исследователь Джеймс Берри (James Berry) провел компаративный анализ в контексте взаимовлияния романтической эстетики и сакральности в музыке конца XIX столетия [12]. Влияние светской музыки на церковную автор рассматривает на примере творчества Ф. Листа, церковную музыку И. Брамса называет «принесенной в мир» и, наконец, считает синтез светского и церковного чертой музыки А. Брукнера. Целью своего исследования автор заявляет изучение религиозных убеждений А. Брукнера и их влияния на стиль церковных произведений композитора, но доказательства сводятся к демонстрации общеизвестных биографических данных, свидетельств учеников и друзей А. Брукнера. Поверхностный обзор духовной музыки композитора «помог» автору работы сделать вывод (на наш взгляд, необоснованный) о разочаровании А. Брукнера в больших формах месс и «реинвестировании» церковных композиций в практические для церкви хоры малых форм.

Большинство работ в отечественном музыкознании посвящены симфоническому творче-

ству А. Брукнера. Можно предположить, что это обусловлено пониманием духовной музыки не как проявления христианского мировоззрения композитора, а его работой в церкви и общим моральным обликом, то есть неосознанностью первопричины обращения композитора к духовной музыке. Однако сейчас в постсоветском пространстве пробуждается интерес к духовной музыке А. Брукнера, за последние годы появились исследования, освещающие разные стороны жизни и творчества композитора. В статьях А. Бибиковой [2, 3], например, рассмотрены композиционные особенности брукнеровских месс.

Последнее исследование Дианы Локотьяновой [6] охватывает, как и работа немецкого ученого Ф. Фрайсберга, все духовные произведения А. Брукнера, но в аспекте исторических связей. Автор поднимает достаточно большой пласт исторических сведений относительно жанров церковной музыки, их отличий и особенностей бытования, также освещает степень распространенности текстов, использованных композитором для своих сочинений. Стиль А. Брукнера изучается как исторический синтез, что и составляет основную ценность работы. Автор приводит примеры цитирования А. Брукнером григорианского хорала, исследует вопрос влияния цецилианского движения на стиль композитора, рассматривает такие барочные традиции, как риторические фигуры, технику basso continuo, инструментарий и, в завершение, прослеживает переход от классицистических традиций к позднеромантическому стилю на примере беглого анализа церковных произведений.

Актуальность исследования, по словам Д. Локотьяновой, обусловлена «… необходимостью целостного [курсив — А. Д.] осмысления церковной музыки Брукнера, во-первых, как "творческой лаборатории" композитора, где формировался и эволюционировал его стиль, и, во-вторых, как явления музыкально-исторического процесса» [6, 8]. Одной из своих задач автор называет «вы-

явление форм работы с каноническим церковным текстом». Однако стоит отметить, анализ церковной музыки композитора вышел целостным исключительно с музыкальной точки зрения, а среди форм работы с каноническим текстом совершенно не был учтен богословский аспект.

В некоторых работах все же поднимаются вопросы о религиозном мировоззрении композитора. Так, Анжелика Татарникова [11] рассматривает духовные основы творчества А. Брукнера через призму австрийского «образа мира», обобщая наиболее показательные концепты, среди которых «равновесие», «компромисс», «оптимизм» и другие. В частности, автор указывает на австрийский бидермайер как весомый фактор, оказавший влияние на специфику творческого метода А. Брукнера, с чем, однако, сложно согласиться.

На основе социально-философского анализа Наталия Решетило [8] раскрывает жизнь и творчество венского мастера с точки зрения философского понятия «соборности». Исследователь справедливо отмечает: «…творчество А. Брукнера обращено к выявлению и художественному воплощению высших религиозных ценностей. И в этом смысле оно обнаруживает параллели с устремлениями философов "серебряного века" русской культуры… Жизнь и творчество композитора, обычно рассматриваемые в отрыве друг от друга, в контексте соборной идеи могут быть осмыслены как формы проявления единого деятельного, точнее, творческого начала» [8, 2]. По мнению Н. Решетило, «В творчестве А. Брукнер — крупнейший музыкант-мыслитель, обращающийся к глобальной религиозно-философской проблематике: к осмыслению трагических противоречий своего времени и их снятию в конечной гармонии человека, мира и Бога, к утверждению непреходящих христианских ценностей на пути к обретению духовной целостности» [8, 6].

Как видно, указывая на первостепенное значение христианского мировоззрения А. Брукнера,

ученые обходят стороной особенности католического богословия и рассмотрение основоположных догматов церкви, как будто они широко известны всем и каждому, в то время как именно глубоко личное понимание композитором этих догматов и повлияло на выбор определенных музыкальных средств и, как следствие, формирование особенностей авторского стиля. Прямым доказательством выше сказанного является богословско-музыкальный анализ духовных произведений А. Брукнера.

Наиболее детально раскрывает сущность и значение христианского мировоззрения для А. Брукнера Людмила Роменская [9]. Автор выдвигает «богословскую концепцию христианской антропологии и опыт герменевтического анализа» как методологическую установку. Апеллируя к трудам таких русских философов, как С. Хоружий и П. Флоренский, исследователь выявляет этапы формирования христианской личности и затем духовный путь восхождения раскрывает на примере героя Седьмой симфонии А. Брукнера, обращая внимание при этом на изменение симфонической концепции М. Арановского. В результате, автор пошагово обосновывает семантику музыкального материала симфонии с помощью религиозной концепции личности.

Прекрасным примером соединения богословского и музыкального анализа является монография киевского музыковеда Екатерины Берденниковой [1], в которой рассматриваются духовные кантаты И. С. Баха в связи с традициями лютеранской проповеди. В работе поднимается широкий круг тем, связанных с гомилетикой, риторикой, историей теологической мысли добаховского периода. По мнению автора, кантата И. С. Баха — «… это музыкально-теологическое произведение, насколько связанное с ритуалом и проповедью, настолько же и самостоятельное, имеющее начало и конец, логично выстроенное и завершенное. Это не проповедь под музыку, а музыкальная проповедь, где хорал постигается через весь со-став, это проповедь посредством музыки. В отличие от вербальной проповеди, основывающейся на Слове Божьем, она исходит из музыкального материала, олицетворяющего Писание, репрезентирующего его в звуках» [1, 108].

Подход Е. Берденниковой убеждает в важности и необходимости изучения основ католического богословия. Целью анализа духовных произведений А. Брукнера в библейском контексте является более глубокое осмысление канонических текстов и, как следствие, особенностей их интерпретации композитором. По словам Е. Берденниковой, на микроуровне произведения «… главной единицей является слово. Слова или словосочетания, несущие наибольшую смысловую нагрузку, выделяются при помощи ярких, узнаваемых мотивов, риторических фигур, в основном изобразительных и аффективных, которые усиливают эмоциональную сторону восприятия» [1, 113]. Буквальная трактовка отдельных слов или фраз — это типичный для брукнеровских произведений прием. Особенно выделяется сфера прославления, сопровождаемая словами *laudamus* («прославляем»), *glorificamus* («возвеличиваем»), *Dominus Deus Sabaoth* («Господь Бог Саваоф»), *lobet den Herrn* («славьте Господа»), *propter magnam*.

Огромное значение в славильных библейских текстах имеет слово «аллилуйя», которым начинается много псалмов. Четыре из пяти псалмов (кроме Псалма 22), к которым обращался А. Брукнер, также начинаются этим словом. Стоит обратить внимание на музыкальное воплощение хвалы. В Псалме 114 «аллилуйя» сопровождается хоральной фактурой и звучит по-средневековому строго, начало Псалма 146 имеет пасторальный характер. Мощь и стабильность звучания темы-«аллилуйи» в Псалме 112 достигается тройным утверждением тонического трезвучия. Диалогические реплики оркестра и хора начинаются затактом с длинным пунктиром и дальнейшим восходящим движением по

устойчивым звукам, отталкиваясь от тоники. Главная тема Псалма 112 интонационно родственна теме фуги Псалма 146, написанного тремя годами ранее, а также теме фесткантаты *Preiset den Herrn*, которая была создана за год до Псалма 112. Заметим, что все указанные темы имеют одинаковое смысловое содержание вербального текста, а интонационо-тематическое единство этих произведений свидетельствует об устоявшемся понимании композитором библейского первоисточника, сформировавшемся уже в ранний период его творчества. Образ хвалы с начала творческого пути занимает едва ли не первое место в миропонимании мастера. Масштабность произведений А. Брукнера, по мнению Л. Новака, обусловлена тем, что с юных лет композитор воспитывался в храмовой атмосфере.

Начиная с *Missa solemnis*, наблюдается постепенное формирование авторского воплощения определенных образов месс. Творческое *credo* А. Брукнера — прославление Бога как всемогущего Творца, Властелина мира. В формировании средств музыкального воплощения Божьей славы и величия особую роль сыграла пышность монастыря Санкт-Флориан. Отсюда и «обширность» звучания *Gloria* и *Credo*. Иисус Христос для А. Брукнера-христианина — смиренный Агнец Божий, распятый и воскресший для вечной жизни, Который придет во второй раз уже как Судья. Две антиномичные музыкальные характеристики сопровождают образ Христа: 1) скорбные интонации, риторические фигуры нисхождения, смирения и креста; 2) активные восходящие ритмоинтонации, близкие торжественным темам *Gloria* и *Credo*. Композитор подчеркивает догматы воплощения и воскресения Сына Божьего. Его образ показан, как правило, чистыми квинтами-октавами, тоническим органным пунктом, динамическим взлетом и активной ритмикой.

Пунктирный ритм, которым в большинстве случаев сопровождаются хвалебные образы, называют «брукнеровским ритмом». После Пятой симфонии Л. ван Бетховена в творчестве романтиков императивный мотив на одном тоне в соединении с пунктирным ритмом имел значение «темы фатума», однако у А. Брукнера семантика звукоинтонационной лексемы противоположна. У него ритмоинтонационная формула отображает веру в единого всемогущего Бога.

Общеизвестно, что А. Брукнер был продолжателем таких барочных традиций, как опора на числовую символику и использование риторических фигур. Для зрелого стиля композитора характерно использование интервала как основоположного смыслового кода, например, кварта в *Credo* мессы фа минор или квинт-октава в разделе *Majestas-Domini* из *Te Deum*. «Стилистический ретроспективизм» — систематическое обращение к барочным риторическим фигурам — можно встретить также вразделе *Et resurrexit* из *Missa solemnis*.

Еще одна важная доктрина католицизма — представление о Церкви как спасающей организации. Образ Вселенской (соборной) Церкви у А. Брукнера отображает унисон. В третьей части месс *Credo* посвященная образу церкви строфе *Et unam sanctam Catholicam* («и в единую, святую, Вселенскую церковь») сопутствует мощный унисон хора и оркестра. Тема *Credo*, открывающая основные разделы символа веры, всегда у А. Брукнера поручена унисону, а это, в свою очередь, означает, что Церковь для композитора настолько же спасительна, насколько и сама вера в Бога.

Как католик А. Брукнер, в сравнении, например, с Ф. Пуленком, не уделяет в своем творчестве внимания образу Девы Марии. Лишь несколько хоровых миниатюр и частично Фесткантата посвящены образу Матери Божьей. Центральным же образом духовных опусов А. Брукнера, как и ключевой Личностью христианства, является Бог-Творец в «полноте Своей славы». Так же, как постимпрессионист Поль Сезанн был «художни-

ком одной горы», так А. Брукнер — художником одного Бога. Основной «цветовой палитрой» композитора можно назвать сияющий до мажор — лейттональность духовных произведений А. Брукнера. Как символ образа великого Бога, до мажор использован как заглавная тональность миниатюры *Locus iste, Gloria* и *Credo* месс, Te Deum и Псалма 150, последнего духовного опуса композитора.

Одной из ключевых доктрин католической церкви является понимание спасения как награды за добрые дела. По мнению автора данной статьи, именно воспринятая с юношеских лет доктрина о спасении через добрые дела (в которые включалось также и чтение определенного количества молитв) побуждало А. Брукнера до конца жизни вести счет прочитанным молитвам, написанным произведениям и подобным жизненным делам. Кроме того, это повлияло на музыкальную трактовку тех образов-тем духовных произведений, которые были связаны с молитвой о прощении, помиловании. Нисходящие интонации lamento — неизменные спутники покаянных образов месс.

Музыкально-богословский анализ духовных произведений А. Брукнера позволяет сделать следующие **выводы**. Биографические данные указывают на «однонаправленность процесса эволюции» (Н. Савицкая) стиля А. Брукнера, а также на то, что истоки его творческого метода глубоко укоренены в христианские догматы, религиозное мировоззрение и храмовую атмосферу, в которой рос молодой художник. Ключевые темы и образы в произведениях зрелого периода свидетельствуют про герменевтический подход композитора к их музыкальному воплощению. Этим обусловлен выбор интонационных формул, риторических фигур, гармонических и оркестровых красок.

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Section 2. History and archaeology

Sameh Ahmed Ali Elmashaly
Department of World History,
East China Normal University (ECNU), Shanghai, P.R.C.
E-mail: nihaosameh@gmail.com

PROSPECTS OF US-CHINA CONFLICT IN AFRICA: A CASE STUDY OF SUDAN

Abstract. This article aims to review and discuss aspects of the Chinese presence in Africa, and the probability of a collision between China and the US deriving from the intensification of competition caused by the conflict of interests of the two powers, and this was manifested strongly in Sudan, which has become an area for this conflict.

Keywords: China, US, Sudan, Conflict, Economic competition, Containment.

Introduction

In Africa, traditionally, it was the US and France which were competing to further their interests. However, in recent years, China has emerged as third competitor, and a powerful player. It has emerged not only as a competitor but also, to some extent, a partner to both the US and France. Due to the enormous economic power that China has, it can play its role in Africa effectively and competently. The dissatisfaction of the Africans with the policy and conflict of the Americans and the French helped in providing a strong foundation for China's entry in the African market. China's policies of non-interference in internal affairs of other nations, not linking investments to preconditions, and not broadcasting any intellectual or cultural ideologies as well as development of African countries were huge lucrative for respective African countries which concluded trade and investment deals with China. China's international status of being a permanent member of the United Nations Security Council (UNSC), its huge economic potential, its possession of modern technology, and prospects of its contribution in the development of Africa made an equally important candidate along with France and the US; to share African market.

However, this increasing Chinese role will not continue without the possibility of a collision and a conflict of interest with the US. It challenges US' global strategies for domination, which extended its influence in the most important economic and security regions of Africa. Based on that, this research paper attempts to answer a central question, which is: to what extent can the Sino-US competition over spheres of influence in Africa — especially in Sudan — become a model that embodies the strategic struggle between the two big powers for international leadership?

Emergence of China as an alternative power center

China is the fourth country in the world in terms of area with a population of billion and a half people. Thus, it constitutes 21% of the world's population. China has achieved tremendous economic growth,

making it the second largest economy in the world after the US. It has increased its development and progress in the military field, and its political presence in international events and forums. The Chinese trade surplus reached $120 billion, at a time when its reserves are estimated to be more than $80 billion. Many international academic studies indicate that the rise and development of the Chinese economy will enable it to outperform the US economy by 2040.

The economic and military power of the US has enabled it to play a hegemonic role in East Asian and Pacific regions. However, China has now emerged as a new power center in the region which offers new options and opportunities, alliances, trade and economic agreements to the regional countries. China has worked out its differences with its neighboring countries in order to share economic benefits and has separated trade from politics for mutual development and progress. It was unthinkable in the past that Japan and China would be business partners. But Japan is the largest trading partner of China since the mid-1960 accounting for about 20% of all Chinese trade; and trade relations between the two countries revived in the seventies, reaching $8 billion in 1982. Hence, China's soft power is gaining popularity not only in the region but in international arena as well.

General features of US-China relations and the inevitability of conflict

The difference of ideologies and the approach adopted by both China and the US put them in two opposing corners of the world. Conflicts often emerges when there are two powers pursuing the same interest as their national interest. Communist China and capitalist US have differences of opinions and approaches towards the concepts of freedom, human rights, culture, free media and justice. This has led to the widening of gap between the two countries and is possibly leading them to confrontations. Historical facts and events indicate the inevitability of the collision between the Chinese power and the American power, as the growing Chinese power faces the

already existing American power in the field of politics, economy and military affairs. Specialists in Sino-American affairs and those interested in the relations of the two countries, always assert that the inevitability of a collision between China and the US.

The US relies on its political ideology that dominates the world, forcing other countries to adopt its capitalist political system, despite the fact that this policy of hegemonic and unipolar control has created many opponents and enemies of the US and anxiety and fear to the countries of the world. This affected its relationship with China, which increased its fear of the dominant US policy, which supported it Taiwan supplied it with deadly weapons, which intensified the conflict between the two countries. Likewise, relations and cooperation agreements in Southeast Asia, such as the permanent presence of South Korean fleets in the region, which China considers a threat. The US expansion near the Chinese border does not reassure China's security, rather it increases its fears. Experts and strategists view the Sino-American confrontation with a vision of a clash of civilizations, and predict the clash of two powers eventually.

China's soft power and economic policy towards Africa

China's increased engagement in Africa and its economic policies towards the continent reflect new trends in Beijing's foreign policy. After the fall of former Soviet Union it was the US, which remained an undisputed hegemon, but the rise of China is seen as a threat by it. Beijing has adopted a different policy, which is balancing the US power not only in Africa but also globally. It is seen as a policy of strategic balance in Africa where China has concluded economic agreements with African nations through its state-sponsored and managed companies' institutions aiming to secure oil resources. Within a few years, China was able to become the next partner of African nations after the US and France. The trade between China and Africa has doubled since the beginning of this decade, rising to 36% in 2005, to USD39.7 billion, based on official Chinese statistics, in addition

to the signing of a large number of deals and commercial contracts, amount to about USD 2 billion.

China has doubled its aid to African countries. Half of exports to African countries during 2006–2009 was machinery equipment, electronics, and high-tech products, in addition to tens of thousands of Chinese shifting to Africa who contributed to building sports facilities, ministries' headquarters and railway lines. A gathering of 48 African nations was hosted by China on November 4–5, 2006 in order to express its support for the continent and to mull over the issue of continent's development. Several important decisions were taken which included an increase in the number of tariff-free merchandise exports, cancellation of debt for Africa's 31 poorest nations, estimated at approx. $ 1.3 billion; rescheduling of debt and waving off of partial debt for several countries. In addition to consolidating these relations, in 2007 the Chinese president visited eight African countries in order to strengthen relations in the economic, trade and military fields, and to contribute to the development and construction within the country. China is seeking broader horizons in the economy, oil and politics, and to strengthen its relations and influence.

Beijing is seeking broader horizons in the economy, oil and politics, and to strengthen its relations and influence in Africa. Its interests are growing; China's local industrial needs African raw materials to maintain high economic growth rates; as it imports iron ore from South Africa and Mozambique, in large quantities to meet its industrial needs. China also highly considers Africa's development therefore it holds regular conferences to optimize Africa's development with the participation of a large number of African leaders, the most recent of which was in mid-2010, in the capital, Beijing. Through it, China promised to provide substantial assistance to the poor African countries, represented in debt relief and the establishment of development projects and providing loans to establish public facilities. China is considered one of the largest supporter of African countries in the world (after the United States and Japan).

China's interests in Africa

There are several factors which attracted China to invest and expend its influence in Africa. Most important of them include oil concessions and Chinese investment in the continent among other factors. In order to establish its presence in Africa China has exempted African goods from duties, with more Chinese investments backed by preferential loans, and private trade debts. Despite the presence of several risks Chinese companies agreed to invest in African countries, where several international companies had refused to invest in Africa.

Hence, in the period of ten years from 1995 to 2005 China has established more than 600 companies which Beijing's funding. Another important factor which pulled China to invest in Africa is the oil concessions. The African continent is characterized by the possession of large oil reserves, which encouraged Chinese investment. Studies have confirmed that Africa possesses large quantities of good quality oil within its lands which expend to many of its countries.

Oil and great power rivalry in Sudan

Civil war in Sudan provided an avenue for the great power rivalry in the oil market of the country. After 18 years of its presence in South of Sudan, American oil company Chevron purchased the oil facilities in the South at the cost of USD1.5 billion. American company Chevron exited from Sudan with a debt of USD 28 billion on Sudan. It was believed that since Sudan lacks technology and means for extracting oil, it will not be able to produce any oil. The exit of Chevron was seen as an end to oil production in Sudan.

However, in 1995, China advanced to Sudan and extracted Sudanese oil. The first exploration well was drilled during the first quarter of 1997, and the Chinese company signed a contract with a 40% share in partnership with the (ARKIS) group to develop energy and increase exploration for (Heglig) and

neighboring regions. In 1999, the Chinese extended the oil pipeline, with a length of 1610 km2, to the port of Bashair Ali, the Red Sea, which the Americans had previously promised but did not construct. China has compensated Sudan for the financial resources it lost after the exit of the Chevron oil company. This led to an improvement in the Sudanese national income, especially after the second oil pipeline was extended in 2006, to transport Sudanese crude oil to the oil ports in the Red Sea, and to enable Sudan to export half a million barrels per day of its oil exports, thus starting to dispense with the US and the World Bank.

After China entered into Sudan and started, helping the country with oil exploration the US tried to get even with Sudan. The US destroyed the Shifa factory in Khartoum on the charge of manufacturing chemicals; imposed sanctions on Sudan on charges of terrorism; and imposed comprehensive economic sanctions on it. During the visit of former US President Bill Clinton in 1998 to Africa, an alliance was formed with Kenya, Uganda, the Congo, and the countries surrounding Sudan, to support the rebellion in Sudan in order to topple Sudanese government.

After the secession of the south, the US will control all southern oil, as majority of oil fields are located in the south. Sudan People's Liberation Movement (SPLM) has good ties with the US and China in South Sudan is seen as an unwanted partner. Nonetheless, China intends to increase its oil investment in other areas in Sudan and Angola. This makes China second largest investor in oil market, bypassing France; of Africa after the US.

Talks are also underway to take over the oil refining station, and agreements have been concluded regarding exploration and concessions in oil fields in Algeria, Niger, Chad, Nigeria, and Libya. China concluded an evaluation contract with Gabon. China's conclusion of oil contracts with these countries has affected American company Shell and Total of France. In addition, China's activities in Equatorial Guinea, where American groups control the oil industry is a reason of concern for the US. A report from the "Economic and Security Review Commission of the United States and China. The energy strategy pursued by the Beijing government is a source of concern to the US Energy Security Agency, due to Beijing's growing interest in controlling oil and other natural resource production sources, directly from their sources, rather than investing, and making more supplies available in the global market. The report cited Sudan as a vivid example of the strategies pursued by China in the continent, based on the policy of dealing according to an "integrated package" — includes financing, technical expertise and influence to protect the host country in international forums. China controls a significant slice of oil rights in Sudan, where its total investments exceed USD4 billion.

US Democratic Senator Joseph Lieberman warned of a possible confrontation between US and China in a speech he delivered in front of the Council on Foreign Relations, under the heading: "US-Chinese energy policies: the option of cooperation or collision," where he hinted that the fierce competition between the two powers for energy may be one of the biggest risks that may lead to a possible confrontation between the two parties in the foreseeable future. Observers agree that China, which imports nearly 30 percent of its crude oil needs from Africa; has played its cards intelligently against the US. China's policy of no-string attached loans, which helped some countries of the continent to move away from the dictates of the US, International Monetary Fund (IMF) and the World Bank (WB), and their unfair conditions and closer to China.

The US-Chinese competition for resources in Sudan

The existing economic relations between China and Sudan dates back to more than a decade and a half. In 1997 China established economic and trade relations with Sudan. It was then that China became a partner in Sudanese oil projects, taking advantage

of the exit of the US in 1995, to gain oil investments task. The search for energy resources is one of the basic components of Chinese foreign policy, due to its importance in supporting its economic nerve. This is reflected in the estimates of energy experts that the volume of Chinese demand for foreign oil reached more than fifty million tons of oil and fifty billion cubic meters of gas by 2012.

It was logical for China to seal partnership with Sudan for its energy strategy, given that Sudan is a promising oil rich country by all standards. There are four major foreign oil companies which have their investments in Sudan; in terms of largest investment they are: the Chinese National Petroleum Corporation (CNPC), followed by the French company Total (TOTAL), then the Malaysian company Petronas, and the Indian company (ONGC), in addition to some local Sudanese companies that modest production as a result of competition. Experts believe that the size of Sudan's oil reserves is about 2 billion barrels, and it is producing about 500 thousand barrels per day, according to 2008 statistics. Had it not been for the secession of southern Sudan, this percentage could be increased up to about one million barrels per day, especially since other oil wells have been discovered and have not been exploited yet. As for the volume of Chinese investments in Sudan, most of the investment is in petroleum industry and infrastructure, such as petrochemicals and oil pipelines, and the volume of investments in this field reached about USD6 billion, according to 2007 statistics. Such investment enhances the Sino-Sudanese interdependence.

Some researchers believe that China has played an important role in the Darfur issue that should not be denied. As one of the international decision makers, the five monopolists of the veto in the Security Council, it abstained from voting on Security Council Resolution No. 1556, and threatened on more than one occasion to use it to block any UN resolution issued against the Sudanese government. However, this should not obscure the fact that China is making all these efforts to achieve its interest above

any other consideration, especially since all the decisions in which China took an opposing stance are part of the internationalization framework the artificial conflict in Darfur, which, if achieved, would muddle the atmosphere for China in its convenient exploitation Sudanese resources without any restriction or competition. It is also inconceivable that China sacrifices its commercial relations with the US, which are opposed to the regime in Sudan, for its partnership with Khartoum, given that its commercial relations with America exceed its Sudanese counterpart by billions of dollars.

As for the strategic level, some believe that China has exploited the conflict in Darfur as a lucrative market, in order to export its weapons through its temptation to deal with weapons needed by the parties to the conflict, which increased instability in the region. China, through its mutual relationship with African countries, was and is still taking advantage of internal and inter-regional conflicts and wars, in order to revive its war production. This made it subject to criticisms, as it is one of the most irresponsible countries with regard to its arms trade, and that its exports estimated at USD one billion annually contribute to fueling violence and human rights violations in many countries of the world including Sudan.

The intensification of US-Chinese competition for resources and raw materials in Sudan coincided with the escalation of the crisis in Darfur. The US exercised several pressures tactics on Sudan in various and varied forms. These include allegations of human rights violations in the Darfur region, calling for the surrender of those involved in war crimes to the International Criminal Court (ICC), or by practicing an arm-length policy to make the regime surrender to US demands. However the fact remains Sudanese government alliance with either China or the US does not solve its problems. The US, like any realistic country; does not care about the interests of Sudan and the people of Darfur, and do not give weight to their efforts to find a solution to the crisis. Likewise, The Sudanese government's alliance with

China does not provide a viable solution to the problem either. China will not hesitate to bypass Sudan, whenever it deems that its hostility to the US may harm its interests and expansion projects.

If China and US join hands in Sudan and support each other's interest, it can change the fate of the country. Sudan's oil reserves are sufficient to eradicate poverty from all parts of the country. The US played a central role in conclusion of the peace agreement that ended in 2005 the more than two-decade civil war; between North and South Sudan. The US still plays an important role in negotiations and relations between the two countries. The lifting of economic sanctions and the removal of Sudan from the list of countries supporting the so-called "terrorism" and helping to reduce Sudan's debts, the US appears to have many "carrots", to persuade Khartoum to keep the North-South relations peaceful. As for China, it is the number one importer of Sudanese oil and the number one supplier of goods to Khartoum and weapons, as well as the main supporter of the Sudanese regime in the UN Security Council. But the fact that 80% of Sudan's oil reserves, estimated at more than six billion barrels, are located in the subsoil of the southern lands, prompting Beijing to change its ally from Khartoum to southern Sudan.

China opened a consulate in Juba, the capital of South Sudan, in 2008. The Chinese oil company, CNBC, invested money in an information center affiliated with the local university. The southern government received a delegation from the ruling Communist Party in China, and the authorities pledged Southern Sudan to respect the oil contracts concluded by Khartoum during the civil war with Chinese companies. The United States has not yet been able to fully control Sudan's policy, especially regarding its oil. Rather, it is obstructing the development and use of oil, through its relentless pursuit in the Security Council to impose sanctions on Sudan, the embargo on oil exports and the sanctions on companies dealing with Sudan. It also supported during two decades the war of secession in the south, which exhausted government's all economic resources. After the signing of the peace agreement, the US turned its attention to Darfur, where it was accused of supporting the refusal of one of the militias to sign the 2006 peace agreement in Abuja. The US relies on the policy of envoys to Sudan to pressurize the government, and to try to establish an oil foothold for its major companies there as well as in different regions of the world., as the economic competition between China and the United States has withdrawn to the core of Sudan's crises, especially in Darfur. The growing Chinese role in Sudan.

It is difficult to predict any role for the US in Sudan in near future. John Kerry, a former presidential candidate and chairman of the Senate Foreign Relations Committee, confirmed in his statement that "an American shift toward Sudan has already begun." As indicated by John Kerry's statements, that although he was leaving Darfur yet there is an American plan to intervene "The United States wants to strengthen its relations," he said. Senator Kerry continued that "We hope that the Sudanese government will take decisions on Darfur and on the implementation of the peace agreement between North and South, and other issues, including the flow of weapons between the tribes in Darfur, and the lack of support for Hamas, as these matters are important for this relationship so that we can move forward with it." It is clear that Washington's primary goal for normalization with Khartoum lies in the international conflict between US, China and France over the resources of Sudan and Darfur in particular. The US relies on West African oil for 22% of its imported oil, and it expects to double it by 2025, and Sudanese oil is part of its agenda for peace with Sudan. Despite the conflict between the US, and China it is important to see how Sudan plans its move whether it will become a party to one of the conflicting powers or will it be able to manipulate both for its own interests.

Conclusion:

The analysis of ground realities and that of above research study concluded some important results, which are summarized as follows:

- China's entry into Africa is assumed as a power struggle for the US. Washington sees it as a slipping away of economic opportunities from Africa and a challenge to its undisputed power in Africa. China's soft power and the policy of combined development is a cheap alternative to the African countries in contrast to expensive and dictatorial policies of the US. China's soft loans and investment policies also liberate African nations from unfair conditions of IMF and WB.
- Poor performance of the US in Africa and the economic crisis of 2008 has overall weakened the US economy. This will halt the expansionist plans of the US for a while and provide China, which is a recovering and strong economy; the opportunity to advance and spread its interests in Africa by increasing the pace of its investments and supporting its economic and political influence on the continent.
- The African continent has both the opportunity to grow by concluding favorable agreements with both China and the US for its development, as well as it is at the verge of a conflict between the two powers. However, if the African countries play it smart and if they know how to promote their national interests they can create an environment of balance and harmony and provide a platform to both the great powers to work mutually and it can be a win-win situation for all Africa, China and the US.

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Sefer Lajqi
Museum of Peja-Kosovo
Archaeologist
Ph D. Candidate on Archaeology and Cultural Heritage
E-mail: seferlajqi@hotmail.com

DARDANIAN ANTIQUITY

Abstract. The Dukagjini area lies in the western part of Kosovo, known for its prehistoric sites, as evidenced by the numerous finds of archaeological artifacts. Archaeological objects in particular sacred from the period of urban Dardania have been found in some parts of Dukagjini. Finding new archeological traces continues to complete the picture of the extent of belief in the Dardania area. In this paper we treat the important issue of consecrated altars discovered in the territory of Dukagjini.

Keywords: Archaeological discoveries in the territory of Dardania (Kosovo) Illyrian tribe, presentation of figures, drawings, and their documentation, Roman and Dardanian deities engraved on the votive altar.

The territory of Dardania

Unfortunately, we have little information from ancient authors, but they are related to the wars with the Macedonians [1].

The Dardanians were one of the largest Illyrian tribes bordering on the Macedonian and Paionian tribes on the south side as well as on the Dasaretes, Autariataes [2].

Figure 1. Extent of Dardania during the early Roman Empire (3)

Sacred monuments

When it comes to belief in Dardania the sources are missing what enables us to get to know more closely are the archaeological traces.

Throughout Roman rule the Illyrian religion stood close to that of the Romans, the Illyrians jealously preserving the beliefs of the ancients [4].

The second half of the XIX century and the beginning of the century. XX, add the curiosity of a series of scientists in the research of the Dukagjini region among them: Buday Arpad, A. J. Evans, J. G. Hahn.

In addition to archaeological research, the researcher Evans assumes the existence of a Municipium in the region of Dukagjini [5], this opinion is reinforced by the findings of the epigraphic material in the region of Dukagjini as: Studenica, Pograxha, Dersnik [6].

Archaeological findings in the Dukagjini region were very important to Evans. He was informed that a sepulchral monument with Roman inscription had been found in the Jarina neighborhood of Peja [7].

Many gods have been respected in the Dardanian territory, but only two of them have been proven

to have Dardanian origins: the Dardanian goddess (Dea Dardanica) and deity Andin (Andinus) [8].

The Dardanians belong to the least Romanized tribes in the Balkans, with indigenous populations in addition to maintaining devotion to their deities Dea Dardania and Deus Andinus; they also retained their name until late antiquity [9].

Votive altar [**area votivae**]

In addition to the sacred monuments in Dardania, the altars are clearly presented in large numbers [10].

In the vicinity of the agricultural lands in Gramaqel, about 69km west of Prishtina, the location with the Potxhake microtoponym, respectively at the cemetery (Christian-Catholic faith) of Jagoz, we have a case finding, we are talking about two sacral fragments with Latin inscriptions.

A Latin fragment with a Latin inscription was found earlier in this region [11].

Figure 2. Altar fragment dimensions: 23 x 28 x, 33x35cm (preserved in the Museum of Peja)

Figure 2a. drawing by the author

Fig.2. Fragment of the altar significantly damaged, the lower part of the altar and the upper part of the acroter are missing, but a part of the letters with the following contents can be distinguished:

First line: I (ovi) O (ptimo) M (aximo)

The second row: STABA DIAT L

Third row… E L

Dating, the century. II–III

Dedicated to Jupiter,

Jupiter in mythology [12]. is known as a god in the Roman religion of the ancient period, as the god of the sky who gives light, bestows rain, later equated with the Greek Zeus[13].

Figure 3. Altar fragment dimensions 45x29, 26x26, 24x25cm, (preserved in the Museum of Peja)

Figure 3a. Drawing by the author

Fig.3. The altar profiled by white marble is visibly damaged, which makes it difficult to decipher.

First line: DEAE? oEoR (E?)

Second row: R o… (ℰ)… R E

Third row: (D?)SAo…?

Dating: beginning of the -III- century

Dedicated to DEA…? (Goddess) local deity?

The altar lacks the lower part, despite the damage; architectural elements can be noticed such as a triangular pediment between the most motif rosette of eight petals and a side with an empty angular acroter.

In most of Dardania at the altars only the crowns are decorated [14], the common motifs presented in the crowns of the altars are the vegetable ones, but we have cases with attributes dedicated to the god [15].

The rosette may be closely related to the goddess dedicated to the altar (solar motif), of this opinion is also F. Cumont who points out that often the disk replaces the rosette, which represents the ancient solar symbol [16].

This altar belongs to the beginning of the III century as from the beginning of the III century they are presented as a local deity and not in Roman interpretation [17].

Altar found earlier in the Dukagjini region as: Dresnik [18], Llukavc [19], Gradina in Peja, Zllakuqan, compared to the altar dedicated to the goddess Dea… I think it belongs to the group of altars with a simple finish without a crown.

Conclusion

These findings only reinforce the opinion of the aforementioned scholars in the paper on the existence of a municipium in the Dukagjini region.

The locality in Gramaqel is evidence of the preservation of two cults, the local DEA…, which among other things had the role of protection of the territory… and the incoming IOM.

The lack of other archaeological finds makes it impossible for us to have a realistic picture of the extent of the belief in Dardania.

These findings are an indication that the Dukagjini region has a great archaeological wealth.

New finds and the beginning of archeological excavations are one more opportunity to get acquainted with this locality.

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Section 3. Cultural studies

Nguyen Chi Hai,
Master in Political Science, An Giang University
Viet Nam National University Ho Chi Minh City – VNUHCM,
E-mail: nchai@agu.edu.vn

THE VALUES OF CULTURAL BELIEFS: A CASE STUDY OF BELIEFS OF THE KHMER PEOPLE IN THE MEKONG DELTA REGION, VIETNAM

Abstract. The cultural beliefs are always attached to the daily life of each person, ethnic group. With the Khmer people, Theravada Buddhist beliefs play an important role in their life. The Khmer ethnic community in the Mekong Delta region, their unique cultural beliefs have contributed to the richness in cultural and religious life in Vietnam. The article briefly presents the characteristics of the Khmer people in the Mekong Delta region; the cultural belief of the Khmer in the Mekong Delta; the role of Theravada Buddhism for the Khmer in the Mekong Delta; the values of cultural beliefs in the life of the Khmer Mekong Delta.

Ethnic Khmer is one of fifty-four ethnic groups in Vietnam, they live interspersed with other ethnic groups in the Mekong Delta region. The Khmer people always have a spirit of solidarity and harmony in the community, in addition, the Khmer people still maintain their cultural beliefs characteristics, creating separate characteristics in the traditional culture of the Khmer people.

Keywords: the cultural beliefs, the Khmer people, Mekong Delta region, values, Theravada Buddhist.

1. Introduction

The cultural beliefs of the Khmer people in the Mekong Delta region during its formation and development have contributed to the creation of traditional values of the Khmer people, including beliefs, love for people, filial piety, community, diligence, hard work. Researching and understanding the values in the Khmer's cultural beliefs to find out positive values and promote those values contribute to building the cultural identity of the Khmer people.

In recent years, Vietnam has turned to a market economy, the socialization trend has led to a change in cultural beliefs in the spiritual life of the Khmer people, including language, religion, beliefs, morality. Changes in social and cultural life have led to changes in the cultural beliefs of the Khmer. Historically, the Khmer mainly believed in Theravada Buddhism (Phật giáo Nam Tông Khmer), but nowadays, there is a phenomenon of the Khmer renouncing the Theravada Buddhist belief and following some other religions.

Currently, the economic life of the Khmer in the Mekong Delta is still low, a part of the Khmer do not think about and do not care about preserving and promoting cultural values, they are not aware of the role importance of cultural beliefs in life, and they

are not aware of the valuable cultural values of the nation. Facing the current trend of globalization, it has been one of the causes leading to the change of values that gradually erode the cultural identity of the Khmer ethnic people.

2. Overview of the Khmer people in the Mekong Delta region

The Mekong River Delta is located in the lower Mekong River in Vietnam. Currently, the Mekong Delta region includes 1 city (Can Tho) and 12 provinces (Long An, Tien Giang, Ben Tre, Tra Vinh, Vinh Long, Hau Giang, An Giang, Dong Thap, Kien Giang, Soc Trang, Bac Lieu, Ca Mau). Up to now, the Khmer in the Mekong Delta has 1.141.241 people [5, P.57]. The Khmer people are a group of fifty-four ethnic groups living together and developing in the country of Vietnam.

The Khmer people live in small communities in villages. This is a very specific social organization with the stability and equality of the Khmer in the Mekong Delta. Thereby, we can see that the traditional Khmer social management mechanism is a combination of community self-governing organizations with the participation of the management of Theravada Khmer Buddhism. [8].

Most of the Khmer in the Mekong Delta have a Theravada Buddhist belief. Every Khmer was born as a follower of Theravada Buddhism like their grandparents, their parents. Theravada Buddhism of Khmer not only undertakes religious functions but also undertakes socio-cultural functions for each individual and the community. The Khmer temple was built not only to meet the needs of religious activities but also due to the essential needs of education and socio-cultural activities of the Khmer community.

3. The cultural belief characteristics of the Khmer Mekong Delta

The cultural beliefs of the Khmer people have been around for a long time and have been maintained from generation to generation, it has become traditional morality, customs, and practices and it has permeated the subconscious of every Khmer.

The cultural beliefs have a special place in the spiritual life of the Khmer people, it has been one of the factors that make up the unique culture of the Khmer people. Cultural belief is a system of values about the methods and ways of dealing with the supernatural or social world related to their life. These methods and behaviors reflect the physical and spiritual conditions corresponding to the natural and social environmental conditions of a residential community [3].

Khmer Theravada Buddhism has existed for a long time with the Khmer in the Mekong Delta, which has shown a close harmony between the ideology of Khmer Theravada Buddhism and the lifestyle of the Khmer community in a profound way [6]. In the cultural life of the Khmer community in the Mekong Delta, the moral value of Theravada Buddhism has deeply penetrated each person's consciousness, becoming their subconscious, their beliefs, their philosophy of life. The ethical values of Theravada Buddhism have always been preserved and promoted, they still have always focused on Buddha to achieve goodness. Over thousands of years with many changes in history, their beliefs have not changed, the Khmer Mekong Delta still retains their own cultural traditions with their own identity.

Theravada Buddhism has an influence on all areas of the life of the Khmer people from the material life to spiritual life. It is a mass religion, it has a role in the formation of Khmer people into intellectuals and virtues. Theravada Buddhism has contributed to building awareness and orientation to ethical standards, creating a lifestyle for the Khmer in the Mekong Delta. The role of education is expressed through purely religious activities and religious activities associated with the community [7]. Therefore, the temple is a social institution, not just the pagoda is a place of spiritual practice. This can be considered as the most important feature of the Khmer Mekong Delta people pagoda.

The monks and devotees of Theravada Buddhism have actively tried their best in social charity activities

to bring joy and happiness to the less fortunate and to bring happiness to the community[2]. Therefore, Theravada Khmer Buddhism has also accompanied the Vietnamese people, contributing to building a prosperous, peaceful, and happy country. According to the conception of Khmer Theravada Buddhism, monks and the community have a close relationship, so the Khmer pagoda is a place to bring orphan or poor children and is a place for literacy to believers.

4. The values of cultural beliefs in the life of the Khmer Mekong Delta

The value system of Khmer Theravada Buddhism is a system of criteria and standards to help believers choose and orient their actions in religious life. It is the spiritual driving force that unites all believers to agree, voluntarily comply with the rules. That value system plays a very important role in the life of the Khmer community in the Mekong Delta.

The first is humanity. Theravada Buddhism places people at the center of the world to educate themselves as the pivot to all thought. Theravada Buddhism has affirmed its position in the process of existence and development. We see that the highest goals in Theravada Buddhism are "all for human happiness."

Buddhism always emphasizes the effort and will of people themselves. Those who are lazy, lack faith will not be happy and successful. With soulful people yearning for freedom and enlightenment, they do their best, together with understanding the truth of Buddhism, they will achieve good results along the way of spiritual practice. Every action produces a corresponding result, whoever sows what will receive it. Consequently, one must endeavor to follow good and avoid evil, with that method to achieve a good destiny.

The second, the struggle between good and bad; good and evil; the noble and the lowly; between the ideal of enlightenment and lust, confusion; perform compassionate, joyful work to bring love to everyone. Compassion, the compassion of the Buddha is shown in empathy, compassion for sentient beings.

The Buddha taught that "To take compassion as the root, the Bodhi tree grows by holding the roots deep in the earth, practitioners take compassion, benefiting from being the reason for life"[1].

Theravada Buddhism has conceived that all sentient beings, from humans to small creatures hide an equally extraordinary ability, which is the ability to become a Buddha, but depending on the ability of each species fast or slow, Buddha said, "I have become Buddha, sentient beings will become Buddha". This is the foundation for forming equality in Buddhist ethics. Theravada Buddhism believes that only love and compassion can be used to connect people closer together and create the strength to overcome the challenges of life.

Third, Theravada Buddhism promotes ethical education and intellectual training. In the course of existence, Buddhism was immersed in the customs and traditions of the Vietnamese nation. In the process, the Theravada Buddhist moral values have made significant contributions to the moral education of Khmer Buddhists [4]. The core values of Theravada Buddhist ethics are good deeds, avoiding evil, and compassion to destroy suffering. It is the taking of love for all species, with human importance, alleviating human pain.

Thus, Theravada Buddhism emphasizes wisdom to meditate, contemplate, and practice in order to achieve the ultimate goal of liberation. Liberation is only achieved in complete enlightenment with immeasurable compassion. If enlightenment without compassion is selfishness, enlightenment is fully realized when there is a combination of compassion and wisdom.

5. Conclusion

The cultural belief is a social phenomenon with inheritance and sustainability, it always exists in the flow of the movement and development of history - society. Each ethnic group, with its conditions and history, has a traditional culture with its own characteristics, long-standing and stable, that is the national cultural identity.

International integration has brought us great opportunities. On the other hand, it has the ability to erase the distinct cultural identity of each nation, it fades the traditional cultural values. The Khmer people in the Mekong Delta region have a rich, long-standing, and very unique culture, so the preservation and inheritance of their cultural values are necessary for the present conditions. Our preservation of these unique cultural features will bring into play its inherent potential strength for many generations, contributing to building an advanced Vietnamese culture, imbued with national identity.

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Section 4. Linguistics

Belda-Torrijos Mónica,
Universidad Cardenal Herrera-CEU,
CEU Universities, Calle Reyes Católicos, Spain
E-mail: monica.belda@uchceu.es

Goryachova Irina,
Lomonosov State Moscow University
Moscow, Rusia
E-mail: irinag78@list.ru

Galstyan Ruzana,
Universidad Cardenal Herrera-CEU,
CEU Universities, Calle Grecia, Spain
E-mail: ruzan.galstyan@uchceu.es

LEXICAL ERRORS IN TEXTS WRITTEN IN SPANISH LANGUAGE BY STUDENTS OF RUSSIAN UNIVERSITIES

Abstract. Mastering the vocabulary of a foreign language in the process of learning it presents significant difficulties. This work raises the question of the features that arise in the process of learning Spanish as a foreign language. At the same time, the authors paid special attention to the description of the history of the development of the concept of "error" and a gradual change in the form and methods of error analysis. The importance of contrastive analysis is also noted, which allows one to determine interlanguage interference, by means of which structural similarities and differences of native and foreign languages that arise in the process of learning a foreign language can be distinguished. At the same time, the method of error analysis is investigated, the main task of which is to study errors in the prism of the concept of communicative competence. The concept of interlanguage is also highlighted. It is he who determines the direct influence that the native language has on the foreign one. An attempt is made not only to identify certain categories of lexical errors but also to determine the source and cause of their occurrence. This study aims to identify the mistakes that Spanish as a foreign language students experience. Written compositions of students were taken as materials for research and sampling and classification of errors. At the same time, both qualitative and quantitative analysis of lexical errors was carried out. The study made it possible to single out such categories of lexical errors as gender recognition; the formation of the category of number in nouns; word formation and the use of a word close to the Spanish signifier; word formations not registered in Spanish.

Keywords: lexics, error analysis, foreign language, lexical errors, Spanish as a foreign language.

Белда-Торрихос Моника,
Университеты CEU Calle Reyes Católicos,
Эльче, Испания
E-mail: monica.belda@uchceu.es

Горячева Ирина,
Московский государственный университет
им. М. В. Ломоносова Москва, Россия
E-mail: irinag78@list.ru

Галстян Рузана,
Университеты CEU Calle Grecia,
Кастельон-де-ла-Плана, Испания
E-mail: ruzan.galstyan@uchceu.es

ЛЕКСИЧЕСКИЕ ОШИБКИ В ТЕКСТАХ, НАПИСАННЫХ НА ИСПАНСКОМ ЯЗЫКЕ СТУДЕНТАМИ РОССИЙСКИХ ВУЗОВ

Аннотация. Овладение лексикой иностранного языка в процессе его изучения представляет собой значительные трудности. Данная работа поднимает вопрос особенностей, возникающих в процессе изучения испанского языка как иностранного. В тоже время авторы уделили особое внимание описанию истории развития понятия «ошибка» и постепенному изменению формы и способов анализа ошибок. Также отмечается важность контрастивного анализа, который позволяет определить межъязыковую интерференцию, по средствам которой могут быть выделены структурные сходства и различия родного и иностранного языков, возникающие в процессе изучения иностранного языка. Одновременно исследуется метод анализа ошибок, основной задачей которого является изучение ошибок в призме понятия коммуникативная компетенция. Также выделено понятие интеразык. Именно он определяет прямое влияние, которое родной язык оказывает на иностранный. Предпринимается попытка не только выявить определенные категории лексических ошибок, но и определить источник и причину их возникновения. Настоящее исследование имеет своей целью выявить ошибки, возникающие у студентов, изучающих испанский как иностранный. В качестве материалов для исследования и проведения выборки и классификации ошибок были взяты письменные сочинения обучающихся. Одновременно был осуществлен как качественный, так и количественный анализ лексических ошибок. Исследование позволило выделить такие категории лексических ошибок как: распознание рода; образование категории числа у существительных; словообразование и использование слова близкого к испанскому означающему; словообразования, не зарегистрированные в испанском языке.

Ключевые слова: лексика, анализ ошибок, иностранный язык, лексические ошибки, испанский как иностранный язык.

1. Вступление

Настоящее исследование было проведено в области прикладной лингвистики, как в целом так и в той ее части, которая напрямую связана с преподаванием социологии, анализом дискурса и психологией. Прикладная лингвистика, являясь междисциплинарной наукой, занимается изучением на стыке дисциплин как теоретических, так и практических задач, связанных с проблемами, которые возникают в процессе использования языка.

Научных исследований, посвященных преподаванию испанского языка как иностранного немало. С теоретической точки зрения выделяются работы в области психолингвистики, социолингвистики и этнолингвистики, в которых уделяется значительное внимание как стратегиям изучения испанского языка, так и различным теориям и определениям тактик освоения иностранного языка. Особое внимание при этом уделяется коммуникативным факторам способствующим наиболее успешному установлению процесса коммуникации.

В результате исследований, проведенных в области психолингвистики и социолингвистики (а именно этнография коммуникации, социология языка, вариоционизма и языковых контактов) в прикладной лингвистике появились такие категории как контрастивный анализ и анализ ошибок и межязыковой язык или интерязык.

Контрастивный анализ позволяет определить межязыковую интерференцию по средствам которой могут быть выделены структурные сходства и различия родного L_1 и иностранного языков L_2, которые возникают в процессе изучения иностранного языка. Данные сходства и различия появляются в результате запараллеливания теоретического описания особенностей изучаемого иностранного языка и описания родного языка. В тоже время основной задачей метода анализа ошибок является изучение ошибок в призме понятия коммуникативная компетенция, т.е. определение градации, степени затруднения процесса коммуникации и эффективности, производимой

на слушателя. Интерязык в свою очередь определяет прямое влияние, которое родной язык оказывает на иностранный.

2. Обоснование

В последние десятилетия возрос интерес к изучению вопроса ошибки в использовании иностранного языка. Форма анализа ошибок постепенно изменялась. Изначально ошибка считалась отрицательным фактором, однако с течение времени и с развитием коммуникативного подхода в изучении иностранного языка, ошибка стала неотъемлемой частью процесса изучения иностранного языка.

Согласно поведенческой теории личности Скиннера (1957) формирование языковых навыков, основанных на схожести, а не анализе, дают возможность для изучения языка. Ошибок следует избегать именно для того, чтобы они не фиксировались в сознании обучающегося. Исключение «ошибочных» воспроизведений языкаведет к постепенному исчезновению ошибок из речи обучающегося. Именно поэтому овладение родным языком происходит путем последовательного воспроизведения и повторения «правильных» форм. С точки зрения поведенческой теории личности изучение иностранного языка подразумевает формирование нового набора лингвистических навыков или образцов посредством многократного повтора. Таким образом появился аудиолигвальный метод обучения иностранному языку, который придавал особую значимость пониманию разговорной речи и ее устному воспроизведению.

В качестве реакции на вышеуказанный подход, появляется течение ментализма, основанное на идеях Хомского [15]. Согласно данной теории именно структура человеческого мозга определяет структуру языка. Кроме того, все языки мира имеют ряд общих структур. Позже появляются когнитивный теории, основанные на теории когнитивного развития Пьяже [31]. Предложенные им механизмы адаптации аккомодация и ассимиляция нашли широкое применение

в преподавании иностранного языка. Понятию «ошибка» придается определенное значение и считается необходимым разрабатывать задания, в которых обучающийся комментирует ошибки с целью последующей способности размышления и умения исправлять их.

Теории овладения родным языком и методология обучения иностранным языкам тесно связаны. На протяжении десятилетий предпринимались попытки объяснения психолингвистических процессов, происходящих у обучающегося входе изучения и овладения иностранным языком. Появляетсяконтрастивныйанализ. Труды Ч. Фриза [26] и Р. Ладо [27] положили начало данному анализу, основным принципом которого было сравнение лингвистических моделей двух языков. Целью же данного сравнения являлосьвыявление с одной стороны, структур, представляющих сложности, и которые в последствие могли бы считаться источником потенциальных ошибок, а с другой стороны, тех схожих структур, которые, не должны представлять никакой сложности при изучении. Предположим, что обучающийся, который сталкивается с иностранным языком, выделяет в нем ряд аспектов, которые не представляют для него никакой сложности, в тоже время есть иные аспекты, которые являют собой целый ряд сложностей. Таким образом те аспекты, которые обучающемуся кажутся простыми обладают схожестью с его родным языком, структуры же, отсутствующие в родном языке, напротив представляют наибольшую сложность (Ладо [27, С. 2–3]).

Данная модель исходила из идеи того, что изучение иностранного языка является автоматизированным процессом и все ошибки возможно предсказать и объяснить исходя из принципа интерференции родного языка. Ошибка воспринимается как нечто отрицательное и сторонники данного метода полагают, что ошибки предсказуемы по средствам систематического сравнения родного и иностранного языков. Однако, контрастивный анализ оказался недостаточным при

объяснении всех ошибок обучающихся, в особенности при объяснении сложности в процессе овладения иностранным языком. Было доказано, что не все ошибки могут быть объяснены по причине отрицательной интерференции родного языка L_1.

В контексте различных противоречивых тенденций и теорий в 60-е годы прошлого века появляется Анализ ошибок, новая исследовательская модель, сформировавшаяся под влиянием генеративной лингвистики. Особое внимание уделялось творческим аспектам языка, повышая роль шибки. Предлагается проанализировать и объяснить ошибки студентов с целью выявления причин их появления и определения психолингвистических процессов, демонстрирующих универсальные стратегии обучения. Ошибка перестает быть предосудительной и становится необходимой как индикатор процесса обучения. Анализ, разработанный в этой модели, как следует из ее названия, сосредоточен исключительно на ошибках, которые совершаются обучающимися. Смена точки зрения в отношении ошибки приводит к переосмыслению непосредственно проводимого анализа. Именно С. Кордер отмечает необходимость анализа не только ошибочных, но и правильных воспроизведений. С. Кордер [3, 75–76] отрицает порицание ошибок и возводит из в иной статус, статус индикатора процесса обучения.

Ошибки – неизбежная и даже необходимая часть учебного процесса. Именно «исправление» ошибок дает нам негативное свидетельство, необходимое для обнаружения правильных норм или концепции. Следовательно, лучшее описание идиосинкразических, характерных предложений напрямую способствует объяснению того, что ученик знает и чего не знает в определенный момент своего обучения. В конечном итоге это должно позволить учителю не только предоставить обучающемуся информацию о неправильности его гипотезы, но также и предоставить правильный вариант информации или данных

для того, чтобы обучающийся смог сформировать более адекватное представление о правилах изучаемого языка.

Концепция межязыкового языка или интерязыка становится методом лингвистических исследований начиная с 1972 года, когда Селинкер, взяв за основу предыдущие исследования, разработал модель, основанную на собственной теории, согласно которой изучающий иностранный язык строит свою собственную лингвистическую систему с помощью элементы как родного L_1, так и иностранного языков L_2, но с определенными характеристиками. Таким образом, ученик создает в своем уме промежуточный нереальный язык, который представляет собой комбинацию его родного языка и языка, который он изучает. Именно на эту систему обучающийся опирается при попытке построения высказываний на изучаемом иностранном языке.

Теперь ошибки являются признаком того, что ученик пытается создать язык, индикаторами стадии процесса конструирования, на которой он находится. Он пытается описать процесс построения, анализируя все структуры используемые обучающимся, как неправильные, так и правильные. Исследования интерязыка показали, что тот, кто изучает второйиностранный язык, применяет на практике ряд стратегий, которые варьируются от одного человека к другому, которые позволяют интегрировать новую информацию в существующие схемы, одновременно проверяя гипотезы. Среди используемых стратегий выделяются упрощение, гиперобобщение, фоссилизация и перенос.

Исследования в рамках метода анализа ошибок позволили нам лучше понять трудности усвоения и наличие определенных ошибок в испанском языке у носителей разных родных языков.

3. Методология

Наблюдение за ошибками, которые совершают иностранные студенты при изучении испанского языка как иностранного, привело нас к принятию следующих методологических решений, которые послужили основанием для написания данного исследования.

Основная цель заключается в создании корпуса письменных сочинений русских студентов, изучающих испанский как иностранный. Данный корпус включает в себя репрезентативное количество текстов, которые становятся источником ошибок, допускаемых студентамипри изучении испанского языка как иностранного L_2.

– Анализданногокорпусапредоставитинформациюобошибкахиихповторяемости.
– Результаты, полученные из анализа данного корпуса, являются базой данных для исследования и для категоризации ошибок.

Данное исследование проведено на базе:

– Письменных текстов (законченных, полных);
– Данный вид заданий являлся частью процесса обучения.

Корпус, на основании которого проведено данное исследование, состоит из 60 единиц текстов, полученных от студентов, изучающих иностранный язык в университете. Студенты владеют иностранным языком на разном уровне.

4. Анализ

Основание для проведения анализа послужили сочинения студентов, составляющие корпус данного исследования. Для наиболее репрезентативных типов ошибок сначала предлагается количественныйанализ (абсолютные числа и проценты). Затем мы провели качественный анализ, который позволил нам узнать, какие языковые аспекты наиболее уязвимы для ошибки.

Нами были выявлены 1995 ошибок, относящихся к овладению лексикой, что 11,19% от общего числа ошибок.

Мы обнаружили 793 формальных лексических ошибок, что составляет 39,81%; 715 семантических ошибок, что составляет 35,89% и 484 ошибки в заимствованиях, что составляет 24,30% от общего числа ошибок.

При первом приближении, было отмечено, что среди лексических ошибок больше тех, которые связаны с означаемым, нежели с означающим.

Ниже мы представляем список проанализированных ошибок и сводную таблицу с подсчетом ошибок, сгруппированных по грамматической категории.

Таблица 1. – Процент лексических ошибок

	Лексические ошибки	Итого	Процент
Форма	Использованиеблизкого к испанскому означающего.	6	2,02
	Словообразования, не зарегистрированные в испанском языке	19	6,39
	Варваризмы, заимствования	22	7,40
	Род (как категория имени)	48	16,16
	Число	5	1,68
Значение	Лексемысобщимисемами, непеременнымивконтексте.	61	20,5
	Регистрнесоответствуетситуации	43	14,4
	Глаголы Ser-estar	32	10,77
	Иное	61	20,53

Авторская разработка, 2020

Лексические ошибки

Ошибкисвязанныесвладениемлексикойсоставили 318 случаев, чтовпроцентномотношенииравно 14,56% отобщегочислаошибок.

4.2.1. Формальные лексические ошибки

Нами были выделены следующие категории ошибок, связанные собразованием слов: использование означающего, близкого к испанскому; словообразования, не зарегистрированные в испанском языке; варваризмы и заимствования. Стоит обратить внимание на то, что ошибки, хотя и немногочисленные по сравнению с общим объемом остальных разделов, являются продуктом ассимиляции парадигм целевого языка. Однако, нами не было выявлено в качестве основной причины вышеуказанных ошибок, влияние родного языка.

– *cafedral ((русский КАФЕДРА/КАФЕДРАЛЬНЫЙ: cátedra)

Другие языки:

– *duodomo (итальянский)

– *Russia (английский)

– *champagne (французский)

Лексическая интерференция считается полной, когда элемент иностранного языка L_2 заменяется другим из родного языка или иного иностранного языка L_3, без какого-либо процесса адаптации,

замены или сокращения переданного элемента, ориентированного на систему правил иностранного языка L_2. Этот тип интерференции приводит к межъязыковым (интерлингвальным) ошибкам, которые обнаруживают влияние определенного иностранного языка или влияние нескольких иностранных языков.

Лексическое вмешательство считается частичной, если произведенный элемент сохраняет некоторое сходство либо с родным языком, либо с иным иностранным языком L_3, либо с правилами, выученными в ходе изучения иностранного языка L_2. Частичноевмешательствопорождаетвнутриязыковые (интралингвальные) ошибки.

В качестве причин, приводящих к ошибкам в распознаваниирода, можно выделить следующие:

1. Обобщение наиболее часто встречающейся парадигмы в испанском: «-о» для мужского рода и «-а» для женского:

– *la día

– *lamisteria

– *el visto

– *lapanarama

Однако, порой мы сталкивается с прямо противоположным эффектом:

– *el atmósfera

2. Интерференция родного языка. Изменение рода происходит потому, что имени иностранного языка присваивается род аналогичного имени родного языка. Речь идет о словах, которые в русском языке являются словами противоположного пола нежели в испанском. Эти ошибки часто приводят к нарушениям языковой нормы:

– *losfuentesна русском: ФОНТАН (мужской род, (м))

– *una país СТРАНА (ж)

– *el gran catedral СОБОР (м)

– *un ciudad ГОРОД (м)

3. Остальные ошибки указывают на тенденцию приписывать мужской род именам, оканчивающимся на согласную, и женский род именам, оканчивающимся на «-е»

– *abad del orden de San Benito

– *losdiscos (hace referencia a las discotecas)

– *los fuentes

– *los curiosidades

– *los piedras

– *el mejor impresión

– *los demás asignaturas

– *los clases

Ошибки, связанные с категорией числа, в основном возникают из-за незнания значений единственного или множественного числа некоторых слов или использования того или иного числа в определенной грамматической позиции.

– *Y voy a ir de excursiones por la ciudad

– *Felicitamos uno a otro con мотиво de la fiesta … (unos a otros)

Также нами было выявлено выражение, которое в испанском языке согласно норме, используется во множественном числе, обучающийся же употребил его в единственном:

– *En resultado casi 3 horas eché llama como el dragón que vomita fuego

4.2.2 Семантические ошибки

В данном разделе мы классифицировали ошибки, относящиеся к лексемам с общими семами, не переменным в контексте; регистру, не соответствующему ситуации; и проблеме употребления глаголов ser-estar. У всех них есть общий знаменатель, который мы могли бы вписать в группу лексемных ошибок с общими семами, не переменными в контексте, но мы считаем целесообразным объяснить каждый тип ошибки, дабывыявитьпроблематику, порождаемую каждым типом.

Основная трудность обучающегося заключается не только в простом усвоении словарного запаса; проблема идет дальше, поскольку обучающийсяне знаком или не уделяет должного внимания различиям между лексемами одного и того же семантического поля, которые разделяют ядро общих сем. Часто речь идет не только о неверно сделанном выборе, но и об использовании единственной известной лексемы

– *tu sabes algunos jugadores (conocer)

– *de que relatar (hablar)

– *mucha gente prefiere felicitar el año nuevo (celebrar)

Семантическиеполя, являющиеся источником наибольшего количества ошибок связаны с:

1 – Глаголамиперемещения: ir, llegar, venir.

2 – Глаголамисознания, интеллекта: conocer, saber, manifestar, explicar.

3 – Глаголамиинформирования, коммуницирования: hablar, relatar, contar, explicar, tratar.

4 – Выражениечувствиэмоций: celebrar, felicitar, bien, bueno, bonito, guapo, encantar, gustar, alegre, divertido.

5 – Пространственныеотношения: haber, hacer, encima, hacia arriba, borde, orilla.

6 – Количественныереференции: enteramente, solamente, prolongado, largo, tantas, muchas, tan, muy, más.

7 – Другие: producir-fabricar, distinguir- destacar, confundir- mezclar, domicilio- estancia, defender- proteger, permanecer- conservar, consistir-estar formada, menor- pequeño, encontrar- hacer, cocina- gastronomía, hacerse- convertirse, mirar- ver.

Что касается проблемы использования глаголовser-estar, необходимо исходить из того

факта, что это одна из тех типичных трудностей, с которыми сталкиваются преподаватели при обучении иностранцев испанскому языку. Данная проблема находит свое решение, если мы прежде всего обратим внимание на тот факт, что в испанском языке есть два глагола, которые покрывают те значения, которые в русском языке покрывает только один глагол.

Наибольшая сложность связана с использованием глаголов связок в конструкциях "ser" или "estar" + прилагательное и выбора предиката для указания местополения.

– ОН ТАМ (él *está* allí)
– ЭТА ОКНО (*es una* ventana) (В русском языке отсутствуют артикли)
– *Nos gustó mucho el ciudad antigua y el museo ____ extraordinario pero estabamos agotadas antes de venir a la bodega
– *___ un país de sol, de mucha fruta
– *Hemos pasado unos días en nuestra casa de campo, que <u>es</u> cerca de Serguiev Posad
– *Allí habían montañas muy bonitas, las flores ____ diferentes y los lagos ____ azules

Проблема использования глаголов «ser» и «estar» заключается не только в выборе между двумя глаголами, являющимися только одним на родном языке, но и в недостаточном владении семантическими особенностями атрибута прилагательного для обозначения приобретенного качества, свойства имени. Эта трудность усугубляется, когда прилагательное многозначно и может использоваться с любым из двух глаголов или когда его выбор, зависит от мнения говорящего (Fernández [24]).

– <u>*Estoy</u> muy aficionada a viajes.
– *… y los lagos ____ azules (estaban o eran-selección subjetiva)

В русском языке глагол «быть» употребляется только в двух временах: прошедшем и будущем. Кроме того, этот глагол не только эквивалентен испанским глаголам "ser" у "estar", но также глаголу "tener" «иметь», когда он указывает на существование кого-то или чего-то.

Еще один вид ошибок, который мы включаем в этот раздел, – это изменение регистра. Следует отметить, что большинство обучающихся были в Испании, и поэтому включают в свою речь некоторые разговорные выражения. В то время как те, кто не был в Испании, используют в основном стандартный регистр.

– *Claro esta que algunos dicen Arbat es así
– *Cuándo tendre tiempo y dinero, iré a Italia sin falta
– *Más vale tarde que nunca
– *Por las noches hay una gran movida …

В заключении мы бы хотели заметить, что остальные ошибки мы включили в раздел ИНОЕ, так как они также относятся к разделу семантических ошибок, но не заслуживают особого внимания, в виду отсутствия четкой классификации в уже выявленных разделах.

Выводы

По мере продвижения исследования мы отметили, что собранные данные могут быть повторно использованы и проанализированы в последующих исследованиях, не только для анализа каждой из выделенных групп, но и для извлечения из ошибок соответствующих дидактических применений.

Несмотря на ограничения этого исследования из-за большого количества исправленных ошибок, мы считаем, что достигли целейпоставленных выше.

В качестве будущих направлений исследований и как продолжение настоящего исследования мы указываем следующие возможности:

• Наблюдать и систематически работать над процессами, этапами и механизмами, задействованными в изучении иностранного языка L_2, а также уделять особое внимание языковым структурам, которые представляют наибольшие трудности;

• Создавайте упражнения, которые служат «терапией ошибок», с целью исправления ошибок каждой группыпри изучении испанского языка как иностранного.

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Merezhinskaya Anna,
Doctor of Sciences (Philology), Professor,
the Russian Philology Department, the Philology Institute,
Kyiv National Taras Shevchenko University
E-mail: Anurmersim@gmail.com

Vasilevich Elena,
PhD, the assistant of the Russian Philology Department,
the Philology Institute,
Kyiv National Taras Shevchenko University
E-mail: Elena_vasilevich@yahoo.com

THE THEME OF TRAUMA IN THE «ROMANCE» BY MARIA STEPANOVA «IN MEMORY OF MEMORY»

Abstact. Based on the prose of M. Stepanova, the article examines the features of the artistic interpretation of trauma, characteristic of the literature of the "generation of the 90s" and outlining further prospects for the development of the topic. It is argued that the author goes beyond portraying post-colonial trauma and "communal" violence. The range of discourses on the interpretation of trauma is significantly expanding and includes general cultural, historical, existential, subcultural aspects, as well as meta-descriptions based on texts belonging to different cultural languages and types of art of literature, philosophy, painting, photography, cinema. The experience of European culture is being rethought from these positions. The motive of trauma enters into systemic connections with the motives of memory, resurrection, restoration of the cultural space. Two contrasting semantic poles are modeled with semantics, on the one hand, trauma, destruction, fragmentation of the whole, death, and on the other, restoration of integrity, salvation. The mediator between the poles is the myth of post-apocalyptic existence, the salvation of the world by art, especially in a word, cultural reboot. The author's picture of the world is created using a complex of artistic strategies: lyricization (memories), documentary research (historical, art history), mythologization, search for analogies and «rhymes» in history and culture; creation of a system of symbols encoding change; dialogue of different types of art and the use of techniques of painting, photography, cinema. The intentions to generalize were reflected in the creation of images of typical victims of historical trauma and people who survived the catastrophes of the 20th century. A synthesis of literature and philosophy is realized in the work, special emphasis is placed on the image of the existential consciousness of a person of the twentieth century, his metamorphoses and changes in value orientations.

Key words: transitional artistic thinking, trauma, existential consciousness, motive, metadiscourse, genre synthesis, symbol, sign code, non-fiction.

Мережинская Анна,
Доктор филологических наук,
кафедра русской филологии Институт филологии
Киевского национального университета имени Тараса Шевченко
Киев, Украина
E-mail: Anurmersim@gmail.com

Василевич Елена,
кандидат филологических наук,
кафедра русской филологии Института филологии
Киевского национального университета имени Тараса Шевченко
Киев, Украина
E-mail: elena_vasilevich@yahoo.com

ТЕМА ТРАВМЫ В «РОМАНСЕ» МАРИИ СТЕПАНОВОЙ «ПАМЯТИ ПАМЯТИ»

Аннотация. В статье на материале прозы М. Степановой изучаются особенности художественной интерпретации травмы, характерные для литературы «поколения 90-х» и намечающие дальнейшие перспективы развития темы. Доказывается, что автор выходит за рамки изображения постколониальной травмы и «коммунального» насилия. Спектр дискурсов интерпретации травмы существенно расширяется и включает в себя общекультурные, исторические, экзистенциальные, субкультурные аспекты, а также метаописания с опорой на тексты, принадлежащие разным языкам культуры и видам искусства литературы, философии, живописи, фотографии, кино. С этих позиций переосмысливается опыт европейской культуры. Мотив травмы входит в системные связи с мотивами памяти, воскрешения, восстановления культурного космоса. Моделируются два контрастных смысловых полюса с семантикой, с одной стороны, травмы, разрушения, раздробления целого, смерти, а с другой — восстановления целостности, спасения. Медиатором между полюсами становится миф о постапокалипсическом существовании, спасении мира искусством, особенно словом, культурной перезагрузке. Авторская картина мира создается с использованием комплекса художественных стратегий: лиризации (воспоминаний), документального исследования (исторического, искусствоведческого), мифологизации, поиска аналогий и «рифм» в истории и культуре; создания системы символов, кодирующих перемены; диалога разных видов искусства и использования приемов живописи, фотографии, кино. Интенции к обобщению отразились в создании образов типичных жертв исторической травмы и людей, переживших катастрофы XX века. В произведении реализуется синтез литературы и философии, особый акцент делается на изображение экзистенциального сознания человека XX века, его метаморфоз и смены ценностных ориентиров.

Ключевые слова: переходное художественное мышление, травма, экзистенциальное сознание, мотив, метадискурс, жанровый синтез, символ, знаковый код, нон-фикшн.

Яркое экспериментальное произведение М. Степановой претендует на статус не только новаторского, но и во многом итогового текста, отражающего общую интенцию искусства на осмысление глобальных перемен XX столетия, их влияния на мировосприятие молодого «поколения 1990-х» в ракурсах диалога с прошлым, интерпретации смены картин мира и концепций человека.

Научное освещение «романса» (получившего в 2018 году престижную премию «Большая книга») только начинается, отражая проблему методов и ракурсов изучения столь сложного, экспериментального текста. Поскольку произведение посвящено «превращениям», «разрывам» и «насилию» [7: 167] вызванным катастрофами XX века, а также оживлению памяти, восстановлению связи времен, наиболее адекватным представляется рассмотрение «Памяти памяти» в рамках феномена переходного художественного мышления.

Этот подход, используемый в исследованиях литературы и культуры кризисных, переломных периодов, «ситуаций хаоса» [9], имеет уже свою научную традицию ([8], [3], [4], [6], [2]). В рамки подхода естественно вписывается изучение феномена травмы, симптомов травмированного сознания ([11], [10], [12], [13].

Отмечается, что травма отражается в культуре во многих дискурсах, причем в национальных литературах (и особенно постсоветских) приобретает специфические воплощения. Так, Марк Липовецкий и Биргит Боймерс подчеркивают: «Типология дискурсов и практик насилия, разработанная Фуко и его последователями, не вполне «ложится» на советскую и в особенности постсоветскую социальность» [5: 36]. По мнению ученых, на рубеже XX–XXI столетий в русской литературе, в частности, в драматургии, на передний план выходит изображение «коммунального насилия», оно и становится центральной темой «новой драмы», служит ракурсом, который позволяет увидеть целостность в многообразии художественных экспериментов молодых писателей.

Этот же ракурс избирает Тамара Гундорова, исследуя творчество новых поколений украинских писателей. Но акцент делается на особенностях постколониального и катастрофического исторического мировосприятия, присущего «транзитной культуре». По мнению ученого, конец XX — начало XXI столетия ознаменован «осмыслением травматической истории», актуализацией темы памяти и воспоминания (заметим, это основные темы «романса» М. Степановой), изменением концепции человека, когда «субъект становится архивом утраты», а утраченный объект — частью субъекта; наконец, проявляются симптомы — постоянная рефлексия травмы, рассмотрение мира сквозь ее призму [2: 14, 15, 16]. Абсолютизация травмы предстает точным признаком переходного мышления и активизирует особую функцию литературы кризисного периода — «проработки памяти» и терапии [2: 16, 17].

Знаменательно, что интерпретация травмы и путей ее преодоления, самой терапевтической функции литературы уже осознаны, отрефлексированы писателями, особенно «поколением 90-х». Предложен и комплекс стратегий «проработки» кризисной ситуации: мифологизация, апофатика, лиризация, «новая искренность», абсурдизация и осмеяние (проза В. Пелевина, П. Крусанова, Р. Сенчина, П. Санаева и др., драмы И. Вырыпаева, О. Богаева, Ю. Клавдиева, П. Пряжко, В. Сигарева; поэзия Б. Рыжего, М. Ватутиной, П. Белицкого и др.). В произведениях этой генерации, к которой принадлежит и М. Степанова, просматриваются ориентиры новой картины мира и параметры становящейся художественной парадигмы [1].

Целью статьи является исследование своеобразия, системных связей, семантического спектра и знакового кода мотива «травмы» в «романсе» М. Степановой «Памяти памяти».

Мотив «памяти» является одной из смысловых доминант произведения, входит в пару контрастных смысловых полей: с одной стороны,

разрушения (фрагментации, смерти, забвения), а с другой — воскрешения (сбережения памятью и словом, восстановления целостности, культурной преемственности). В мотиве содержится и побудительная причина создания произведения — восстановить разрушенную историческими катастрофами картину мира, изжить «травму», указать путь символического «оживления» и мифологического «спасения» (контрастный символ «ковчег»).

Травма рассматривается и художественно «избывается» в нескольких аспектах. Первый — общекультурный. В его рамках переходы, переломы, смены картин мира и рефлексия этого процесса трактуются как повторяющиеся феномены. Подбираются аналогии и «рифмы» современности и былых катастроф; прошлые потрясения соотносятся с современной «постмамятью», травматическими синдромами рубежа XX–XXI веков. Ярким примером могут служить рассуждения повествователя о мемуарах первых десятилетий XX столетия (заметим, что они являются одним из авторских ориентиров в выборе формы). Всплеск нон-фикшин тогда и сейчас объясняется разрушением прежней картины мира, травматическим синдромом, свойственным рефлексии перемен, желанием сохранить «осыпающееся прошлое» пока его не «унесло ветром», сохранить обломки «упраздняемого». Подбирается яркий образ утраты: старый мир и «наличность памяти» оказываются под захлопнувшейся крышкой, отделившей старый мир от нового. В форме литературоведческого эссе сопоставляются различные, контрастные рефлексии перемен в мемуарах Андрея Белого, О. Мандельштама, Б. Пастернака; столкновение интенций на романтизацию и отталкивание от прошлого, то есть фиксируются различные способы избывания травмы.

Предлагаются два уровня обобщения. Первый — травма связывается с противоречиями модернистского проекта: отказ от прошлого в пользу утопий будущего и переделки мира сменяется разочарованием и ностальгией по утраченному. «Столетие Платонова и Кафки, начавшееся мощным рывком в сторону перемен, коллективной утопии, мировой тоски по новому, очень быстро осознало себя как поле для ретроспекций» [7:167]. Второй уровень обобщения фиксирует вечную повторяемость перемен и мифологизирует переходы, акцентируется традиционность стратегий переживания культурных и исторических «разрывов». То есть автор подчеркивает вечные, повторяющие особенности рефлексии кризисов. Например, «переломы» двух рубежей XX века сближаются и остраняются мотивами инфантильности и роста, поскольку каждый кризис обнуляет прежние достижения в рамках старой картины мира и возвращает к младенчеству исходной точке нового роста. «Массовая любовь к нон-фикшин чем-то похожа на младенческую привязанность к медведю или одеяльцу — переходному объекту, без которого у ребенка не сформируется представление о внешней реальности. В нынешней системе координат такой вещицей служит не отделимое от нас, не принадлежащее нам былое» [7:167]. Исторический материал рассматривается сквозь призму мифа, что обеспечивает высокий уровень обобщения, подключение к общекультурным пластам, вечному. В качестве ориентира избираются апокалипсический миф, миф о вечном возвращении, сюжет исчезновения и рождения нового космоса. Это влияет и на особенности метадискурса, поскольку литература формирует память, делает легитимной саму травму и способы ее изживания, выполняет терапевтическую функцию. «К реконструкции прошлого < … > свелось в итоге наследие века с его колесом превращений, разрывов и всякого рода насилия над реальностью. То, что началось с Пруста, продолжилось набоковским «Speak, memory», закончилось прозой Зобальда, написанной поперек памяти личной, во славу всего, что было изглажено и забыто» [7: 167].

Вторым аспектом освещения семантики травмы становится исторический. Весь XX век

трактуется автором как катастрофический, как время свершившегося апокалипсиса и постапокалипсического существования. Доминантным символом избирается «травма-рана» [7: 72], акцентируются «травматические смещения» [7: 73], отразившиеся в культуре, типах мироощущения и поведения, перверсиях характеров. Как травматические «рифмы» сближаются рубежи XX столетия, а также испытания войнами и трагедия холокоста. Повествователь подчеркивает, что «история XX века щедро разбросала по миру очаги катастрофических перемен, и большая часть живущих так или иначе может считать себя выжившими: *результатом* травматического смещения, его жертвами и наследниками < … > В этом смысле каждый из нас до поры — свидетель и участник длящейся катастрофы» [7: 73]. Травма становится причиной многочисленных негативных «превращений». Они кодируются системой символов с семантикой раздробления и гибели (расчлененное «семейное тело» «Осириса»; разбившаяся фарфоровая фигурка мальчика, символизирующая человечество XX века; «мельницы» истории), забвения (беспорядочный «архив», заброшенный «музей», бездушный «накопитель», «кунсткамера»). Попытка восстановления прерванной культурной связи кодируется символом «постпамяти». Автор входит в диалог с эссе Марианны Хирш «Поколение постпамяти» и с теми произведениями, которые отражают симптомы травмированной памяти и ищут адекватную этой задаче форму. Среди них фильм Франчески Вудман, охарактеризованный как «хроника исчезновения» старого мира; альбом фотографий Рафаэля Голдчейна «I am my family» с образами исчезнувших, но воскрешенных воображением родственников и др.

В авторской концепции катастрофичного XX века память связана с травмой и с предчувствием грядущих потрясений. Воспоминания же трактуются как способ излечения и универсальный медиатор между неразрешимыми противоречиями: «< … > перед лицом скорого исчезновения опора на прошедшее, желание сохранить его, как золотой запас, легко становится чем-то вроде фетиша — предмета общей любви, зоны неназванного консенсуса» [7: 73].

Однако травматический опыт приводит к серии культурных деградаций и перверсий. Их сущность, в авторском понимании, составляют: отчуждение, подмена духовного качества бездуховной формой, массовой продукцией; беспамятство. А симптомом травмы становится нервное накопление внешних «отпечатков» вместо глубинного осмысления явлений. Отбирается серия примеров, в которых план вечности, экзистенциальная неповторимость, память заменяются «обманками» (авторское обозначение) бессмертия. Так, фотография, особенно серия селфи, трактуется как подмена, отчуждение внешних отпечатков от внутренней сущности и динамики человека. К таким же «обманкам» бессмертия автор относит звукозапись (особенно уже умерших певцов, то есть голос, отчужденный от телесной оболочки и звучащий уже не по своей, а по чужой воле). Эта логика доводится до крайности сопоставлением моды на селфи с давней модой на чучела животных и птиц или же с распространенным в старые времена обычаем делать фотографию семьи с дорогим усопшим мертвецом. Акцентируются «сомнительные способы «консервации тех, кто тебе дорог» [7: 79]. Они влияют на статус объектов (мертвые приобрели «зыбкий статус») и на сам смысл сохранения, делая его бездушным, исключительно количественным (символы «накопитель», «музей», «архив», восковой муляж). «Странное дело: с появлением фотосъемки со звукозаписью с ними сталось то же, что произошло сегодня с самим мусором. Он больше не умеет разлагаться — и поэтому накапливается, не желающий стать землей, напрочь бесполезный для будущего. То, что не умеет изменяться, бесплодно — то есть, кажется, обречено» [7: 78]. В последних словах заострена этическая проблемати-

ка, связанная с «обманками» и насильственным бессмертием, лишением права на забвение. В них слышится авторская ностальгия по правильному ходу веще и событий, жажда качественного культурного рывка, преодоления травматических последствий переходного времени. «Обманки» как бы отменяют саму идею бессмертия, извращают функции памяти («< … > и вместо воскрешения прошлого дело кончилось мастерскими, что специализируются на набивке чучел и создании муляжей» [7: 79]). Память деградирует до «индустрии припоминания» и «переработки», «переделки» былого под определенные задачи. Травмированная потрясениями культура понижает свой статус до потребительского и варварского («культура относится к прошлому как сырьевое государство к природным ресурсам < … >», прошлое используется как «лавка колониальных товаров» [7: 92, 93]. То есть культурная деградация (беспамятство, омассовление и коммерциализация искусства, утрата духовного измерения, доминирование количественных параметров) рассматривается как признаки и следствия травмы, нанесенной веком катастроф.

Третий аспект художественной интерпретации травмы соединяет социальную, субкультурную и экзистенциальную сферы и отражает авторскую концепцию человека. Во-первых, автор обращает внимание на типичные деформации личности и социального поведения. Ставя задачу обобщения, типизации, М. Степанова создает определенные образные модели. При этом подбирается в соответствующем ракурсе документальный материал, «лакуны» памяти заполняются собственным воображением или ассоциациями, «рифмами» с художественными произведениями.

Доминантой становится модель человека молчаливого, «невидимого», ушедшего в социальное подполье в стремлении укрыться от ураганов и смертельных «мельниц» истории. В качестве примера приводится стратегия спасения, избранная старшими поколениями семьи. «Занятно как подумаешь, что существенная часть усилий моих бабушек и дедушек была направлена как раз на то, чтобы оставаться невидимыми. Достичь искомой неприметности, затеряться в домашней тьме, продержаться в стороне от большой истории с ее экстракрупными нарративами и погрешностями в миллионы человеческих жизней» [7: 24]. Акцентируются субкультурные особенности — мировосприятие определенной части разочарованной интеллигенции. Она создала свою мифологию неучастия и спасения, социального подполья: нахождения не на поверхности исторических перемен, а «глубоко внутри жилы» [7: 24], чтобы не стать щепкой в водовороте и сберечь ориентиры старого, разрушенного мира. Эта позиция остраняется историей вещей, «музея интеллигентского быта начала столетия», пережившего разрушительные потрясения. «Главной задачей этих нехитрых и неизощренных вещей было, кажется, оставаться вместе и у них получилось» [7: 29]. Идея спасения абстрагируется, мифологизируется и оформляется в символ «ковчега», в котором собраны не только родные, но и близкие по духу люди, настроенные на сбережение ориентиров старого мира и собственное внутреннее сохранение. Эти же черты трех поколений «молчаливых» подчеркиваются и в параллелях с другими произведениями писателей, кинорежиссеров, фотографов, анализирующих феномен травмы. Примером может служить фильм Франчески Вудман или комментарии к фотографиям Рафаэля Голдштейна («в его доме о прошлом не говорили», «у нас не принято об этом вспоминать», «он всегда молчал», «она не хотела говорить об этом» [7: 152].

В экзистенциальном плане интерпретаций подчеркивается два контрастных последствия травмы. С одной стороны, травма провоцирует утрату себя, полное растворение, отказ от индивидуального в пользу коллективного, В таком ключе описана фотография деда Степанова, сделанная в период его увлечения социальной утопией и до

угрозы ареста. Лицо красного офицера « ‹ … › не выражает ничего, кроме силы ‹ … › все это лепится в один бильярдный шар, в типовой портрет офицера конца тридцатых. Такое коллективное, одно на всех лицо было у героев германовского «Лапшина» [Степанова, 2018, 44].

С другой стороны, в концепции автора, именно травма может привести к экзистенциальному самоопределению. Показательным является ответ матери автобиографической героини на вопрос о самом страшном, о затаенных опасениях. Негативным экзистенциалом провозглашается «насилие над личностью». Ответ вбирает опыт потрясений XX века, отражает травматический синдром ожидания новых катастроф и дальнейшей деградации социума. Автобиографическая героиня, представитель поколения, не имеющего такого негативного опыта, полностью разделяет эту позицию, опираясь на общую память. Семантика травмы как стимула и причины преображения, самоопределения получает максимально высокий уровень обобщения в символе — образе фарфоровой игрушки мальчика. Фигурки массово производились в конце XX века в качестве игрушек и сыпучего амортизатора для перевозки ценных грузов. В результате катаклизмов XX века все были уничтожены, разбиты, не осталось ни одного целого. Но конкретные травмы даровали им индивидуальность, «штучность», по определению автора. Это обретение неповторимости соотносится со спасением. В этом образе, ставшем эмблемой книги и вынесенном на ее обложку, совместились контрастные смыслы: катастрофических итогов XX века, переживаемой травмы, нового экзистенциального самоопределения. Создана оппозиция двух экзистенциальных полюсов — негативного (травма, насилие, исчезновение, раздробление, беспамятство) и позитивного (самоопределение, воскрешение, восстановление целостности, память).

Важным аспектом становится освещение реакции искусства на катастрофический опыт.

В метадискурсе автор соединяет яркие примеры переживания травмы в литературе, живописи, кино, фотографии, подчеркивая общие особенности переходного мышления. Искусство, как и память, объявляется не только способом изживания травмы, но и глобальной перезагрузки культуры, а в мифологическом ключе — как путь спасения («ковчег»), диалога с Богом. Следствием перезагрузки представляется возникновение новых экспериментальных форм и трансформация старых (например, мемуаров, эссе, документального исследования, путешествия). К этому процессу приковано особое внимание автора, он служит ориентиром художественного поиска и отражается в экспериментальном характере самого «романса» «Памяти памяти», его синтетической жанровой форме, диалоге разных языков культуры.

Выводы. Мотив травмы является одним из доминантных в произведении М. Степановой и находится в системных связях с темой памяти, мотивами воскресения, восстановления культурного космоса. Феномен травмы художественно интерпретируется в широком спектре дискурсов: общекультурном, историческом, экзистенциальном, субкультурном, металитературном, интермедиальном. Раскрытию семантики мотива содействует комплекс художественных стратегий. Широко используется присущая переходному мышлению мифологизация (переосмысливаются модель апокалипсиса, миф о вечном возвращении, миф о «закате» культуры, затонувшей Атлантиде, катастрофическом уничтожении старого космоса в огне; создается миф о спасении искусством, в особенности словом, о срастании частей расчлененного тела и др.). Реализуется стратегия поиска аналогий и «рифм» в истории, культуре, художественных произведениях переходных эпох. Акцентируется диалог разных языков культуры (философии, литературы, живописи, кино, фотографии). Используется символизация, автор нацелен на создание знакового кода, отражающего травму, перемены в целом. Код включает три

группы знаков. Первая несет смыслы разрушения, результатов катастрофических перемен (раздробленное культурное и семейное «тело», расчлененный «Осирис», разбитая фигурка ребенка и др.). Вторая отражает перверсии культуры («мусор», «чучело», «мусорный культурный слой», бездушный «накопитель», ненужный музей, беспамятство). Третья — перверсии и симптомы травмы человека XX столетия («щепка в потоке времени», жертвы «мельниц истории). Создаются образы, воплощающие типичную реакцию на травму. Это поколения «молчаливых», интеллигенции, ушедшей в подполье от ураганов истории, «жертв» и «выживших» в катастрофическом XX веке, фиксируются синдромы и перверсии, вызванные травмой. В философском экзистенциальном плане травма трактуется амбивалентно: с одной стороны, как разрушительная сила, приводящая к гибели, развоплощению, деформациям, а с другой — как способ обретения идентичности, «штучности». Искусство и в особенности художественное слово рассматривается в качестве механизма преодоления травмы, медиатора между неразрешимыми противоречиями. Ищется способ культурной перезагрузки, восстановления связи между былым и настоящим, что отражается в сложной форме произведения, диалоге с читателем, усилении метадискурса.

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Section 5. Philology

Podgornaya Oksana Mikhailovna,
Kryvyi Rih State Pedagogical University,
graduate student of doctoral studies, Faculty of Ukrainian Philology
E-mail: podg.oksano4ka@gmail.com

PSYCHOANALYTIC DISCOURSE IN PSYCHOLOGY AND LITERARY CRITICISM: WORLD AND UKRAINIAN VECTORS

Abstract. The proposed scientific research investigates the evolutionary genesis of psychoanalytic discourse in the field of natural sciences and humanities. The psychoanalytic content of literary criticism in world and domestic (Ukrainian) contexts is analyzed. Some basic psychoanalytic constructs (for example, Oedipality, Ego-conflict) are studied textually on the material of European literatures.

Keywords: psychoanalysis, analytical psychology, Lacanian psychoanalysis, psychoanalytic literary criticism, psychobiographical method, Oedipality, Ego-conflict

The crisis of humanities knowledge of the XX century motivated the emergence of a new methodology and applied tools for studying the level structure of the human individual, his potential psychological function – personality, its regulatory mechanism. This phenomens actually arose at the turn of the XIX–XX centuries, when the traditional identification "psyche = consciousness" lost its nominal and interpretive ability to determine the ways of existence of the masculine and feminine type, including in the culture of "lost patriarchy". The epoch of fin de siècle gives life to new social phenomena in the context of "male-female", changes worldviews, theorizes about gender inversion, and, in turn, in a relatively rapid change of discourses (crisis of populism, early modernism, Nietzscheanism, feminist) the foundations for the formula "psyche = consciousness +… (for example, ins Blau, according to L. Ukrainka), or the unconscious / subconscious (and various forms of its realization as a transcendent function)" [19, 154].

The process of destruction of the old cultural world, its basic theoretical paradigms and social practices began. Orthodox knowledge and psychology as a conservative science, in particular, are replaced by avant-garde psychoanalysis (Freud, S.), which in the psychoanalytic theory of the XX century is considered a classic [17,7] (Freudian, Viennese).

Within the tradition of deep psychology (synonymous name proposed by Z. Freud – O.P.), the psyche is a conglomeration of permanent conflict of conscious and unconscious, which is more acute, the greater the traumatic experience of the individual (especially infantile; "The fact is that events and the influences that underlie any psychoneurosis do not relate to the present, but to the long-gone, so to speak, prehistoric epoch of life, early childhood, and therefore they are also unknown to the patient. He forgot about them – but only in a certain sense"[2, 38].

The inner, spiritual life of man is nothing but unceasing and deprived of the possibility of ever

reaching the end, the struggle between the conscious and the unconscious, between responsibility for one's actions and irresponsibility of instinctive aspirations [18, 44]. Its main clinical projection is neurotic diseases: neurosis, psychoneurosis, namely "neurosis of transfer" (hysterical disorders, stupor disorders of instincts, neuroses of obsessions), in the genesis of which the main cause is "… suppressed sexual desire", or "conflict between requirements of the Self and sexuality ":" <>, because it is an instinct that supports life and obeys the principle of pleasure, which governs the primary mental processes – it is the instinct of life "[Cited. By: 1,233]. Thus, all cases of neurosis have a sexual etiology, however, in neurasthenia it is relevant (symptomatic: anxiety, worry, fear of anticipation, fear attacks, dizziness, agoraphobia, insomnia, increased pain), in psychoneurosis – infantile (restraint, active libido).

Such examples are interestingly studied in terms of the anthropology of love as a personal experience of the individual, manifesting itself at the level of interpersonal phenomena in three main dimensions: oedipal, narcissistic, existential, which separately testifies to the psychologism of Ukrainian literature. An important argument in favor of this remark is the opinion of F. B. Simon on the topos of psychoanalysis that he "<> is not elsewhere, as in the space of intimate communications". For example, in E. Pluzhnyk's novel The Illness, the conversations he had with Ivan Orlovets about his painful eroticized love for the famous singer Iryna Zavadska became an indepth «focus therapy» in order to establish a realistic «I» of the hero. Ivan Franko's short story "Soychine Krylo" reveals a therapeutic method of "paradoxical intention": for example, Massino's hero overcomes his long-standing phobia of "fatal correspondence" when he dares to open a personal mysterious letter from a recipient from Port Arthur. In terms of plot creation, A. Krymsky's novel "Andriy Lagovsky" resembles a psychoanalytic "active technique": from the "method of free associations" to the "insight" of the oedipal pathogenesis of the main character's hysteria. In the story "Basaraba" V. Stefanyk used a kind of analytical group therapy, which clearly traces the "family model", the regressive action of the "mass soul" and the projective identification of the analysis of the ant in relation to each other and the "leader". Toma, Mykolay, Vasyl, Les – they all depend on the authority of Semenykha, because they feel a suicidal threat to their existence. The purpose of the analyzer is primarily to strengthen the defective I – "Ego" – structures of dependent suicides, developing in them useful skills of conscious separation from their own emotions [12, 44].

The psychology of the pre-Freudian period, that the antinomy "brain – blood" (or mind / body) determines the primacy of the rational component, forces every educated person to suppress their instincts with the mind. Freud spoke of such theses with the rhetoric of denial, arguing that "… instincts will not allow anyone to suppress them… The only way out is to displace instincts from consciousness to the subconscious. But then, displaced, they accumulate in the subconscious and, as a result of continuous fermentation, cause disease, disorder, anxiety… ("moments related to sexual life are the closest and most important in practice the causes of any case of neurotic disease" [2, 34]. Thus, to some extent, the nihilistic discourse of Nietzscheanism is continued by the psychoanalytic concept, the author of which "is able to overcome any veil with his penetrating gaze; he sees in libido sexus, in a I child – an old man, and in the most innocent family – the danger of a strained relationship between son and father, in I dreams – a passionate game of blood "[2,16].Accustomed to "catching even the qualitatively disguised insincerity of another person in the secret slums of his unconscious, to discover another in one layer, and an even more authentic truth for each truth, "he tends to control himself excessively to prevent erroneous actions, although" a doctor who is not a neurasthenic is subject to the same influences of a supposedly pernicious civilization as a neurasthenic patient whom he must treat" [2, 43].

For the first time in the joint works of J. Breuer and Z. Freud "On the mental mechanism of hysteria" (1893), "Essays on hysteria" (1895) systematized theses on the pathogenesis of hysteria: it arises not as an organic disease, but as a result of internal disorder, unconscious conflict causing hysterical changes.The symptoms of hysteria disappear when the repressed and repressed feelings are released, if it is possible to "divert the energy of the affect that forms the symptom, moves in the wrong direction and is pinched there, in the right direction for it to find a way out."

The authors, using hypnotic tools for affective ("help cramps of feelings") relief, create and improve the mechanism of cathartic experience, in which the symbolic symptom disappears: this confession helps to level the mental disorder, its oppression weakens. Thus, the way out of the trapped feelings is sought, the state of mental lightness comes " [18, 38.]. The Austrian novelist S. Zweig saw the worldview of deep psychology in the fact that psychoanalysis "does not know and does not want to know anything about the collective meaning or metaphysical mission of mankind; it only sheds light on mental processes, and therefore does not warm the human soul in the relentless reinforcement of its faith in the meaning of existence" [18,213. Cit. by: 12, 43]. And according to the English writer G. Chesterton, psychoanalysis – confession without forgiveness of sins [12, 44]. For Freud, this becomes a practical proof of the existence of deep mental structures (the basic scheme – "feeling-symptom").

In pre-Freudian science, the unconscious (subconscious) is a passive experience, a life lived, which is over and which, in turn, does not affect our actual psyche. At the same time, the competing conjecture about the existence of a certain reservoir, where they flock to stagnate there, the mention that we do not use them, the peculiar composition from which memory removes a certain object at the right moment for awareness, revives public interest in genesis and topography. Of this structure. According to Z. Freud, the subconscious is the original mental substance, not the waste of mental life, and on the surface – a very small part of it. "Id-It" actively influences our affects and cognitions and is the most productive segment of the mental substance, and therefore:

1. our life develops fully under constant pressure from the subconscious (not only the mind);
2. in our actual life every moment a new wave is "embedded" from the abyss of the long-forgotten;
3. <>… only from the dark clouds of the subconscious and the depths of instinctive life do earthquakes and our quick decisions break through;
4. <> in these depths boil the intentions of a childhood that has long since died, which we seem to have forgotten, and they, bright and passionate, from time to time break into our daily lives;
5. from these depths fears that have not aroused consciousness for a long time, move up;
6. our brightest and most original deeds come from these depths, and sudden enlightenments are children of this mysterious depth;
7. secretly from us, there, in the depths, greets our true, pure "I" (Id, It), the existence of which the civilized "I" (Super-Ego, Super-I) does not want to know or hear; and often it breaks through the subtle cultural layer and appears before us at full height…; at such moments the primitive instincts, threatening and uncontrollable, begin to stir our blood, because the desire for light, penetration into consciousness, for real action – the main aspiration of the unconscious <> deep instincts full of barbaric desires, and the cultural, aesthetic layer of our feelings becomes with them to fierce battle;
8. under any circumstances, uttering a word or carrying out an intention in an act, we are forced to hide, push away, mask our real unconscious desires. [18, 42–43].

Classical psychoanalysis, with its fixation on unconscious desire, contradicted the concepts of traditional hermeneutics at the level of the analyti-

cal object, namely, "unconscious / subconscious as text" – "consciousness as text." In the stream of avant-garde psychoanalysis-Freudianism there is a possibility of interpretation of "Id-It" in the context of the phenomenology of eternal substance as the basis of the universe. Thus, the reality of the mental unconscious is recognized as the absolute equivalent of the divine essence: this becomes possible in the analytical psychology of Carl-Gustav Jung. It becomes clear that modern psychoanalysis is identified with Freudianism, the biological and sexual anthropomorphization of which makes it impossible to understand all deep psychology (individual psychology of A. Adler, neo-Freudianism of K. Horne, E. Fromm, G. S. Sullivan, analytical psychology of K.-G.Jung, structural psychoanalysis of J. Lacan, existential analysis of W. Frankl). Psychoanalysis as one of the students of the XX century is mutually implemented in verbal and linguistic discourse, as it is absolutely connected with the word and practical practices of verbalization. First of all, psychoanalysis for literature is a continuation of psychologism, which has deepened significantly and structurally and qualitatively complicated in this period [5,104]. Psychoanalytic optics, according to A. Pecharsky, uses such "logical-symbolic schemes that allow us to understand certain metamorphoses, localized in the subconscious dialogues, plots, images, internal conflicts of characters, prototypes of the author" [13,105]. Therefore, in Ukrainian literary studies began to use paradigmatic approaches due to the logic of the system-methodological way to achieve theoretical and practical results [12, 41]. The immanent character of the works of Ukrainian classics has already been read in the literary paradigm of psychoanalysis of such well-known modern researchers as N. Zborovska (Lesya Ukrainka), J. Melnyk (Ivan Franko), S. Pavlychko (Agatangel Krymsky), V. Ageeva (Viktor Petrov-Domontovych), T. Gundorova (Olga Kobylyanska), O. Zabuzhko (Taras Shevchenko), Y. Bezkhutry (Mykola Khvylovy), V. Panchenko (Volodymyr Vynnychenko) [12,42]. According to

Shevchenko N. I., it is psychoanalytic tools that allow researchers of factual and textual literature "to find the inner urges of the author to create an artistic text and a certain system of images inherent in it. After all, an artistic text is a synthetic phenomenon. It is the result of the writer's creative activity, synthesizing and making clear the transition from the ideal to the material, the general to the partial, the unconscious to the conscious, the internal to the external. That is, the literary text as a literary category is based on such characteristics that they could not be avoided by psychoanalysts" [15,995]. According to Moklytsia M., it is useful for the reader, researcher and critic to learn to "<> exfoliate the specifics of the literary text in order to see the real psyche of the author behind it. After all, the psychological value of literature is precisely determined by the fact that it is a verbal form. We know and understand the world as much as we are able to fit it into the verbal form" [7, 94]. Therefore, aiming to understand the reasons for genre and style searches of the writer, according to M. Nesteleev, it is desirable to use the concept of "projective introspection" – a universal psychoanalytic tool for finding creative-receptive (according to M. Zerov) code of artistic existence [10, 98].

"The real psyche of the author", like every person, is formed biographically, socio-historically, subject-activity. Obviously, to understand the motivated speech / silence of the author and characters, plot modeling, plot features, it is important to analyze the whole set of contextual "I" of the author, which can be done using the psychobiographical method, in particular. In fact, this is the first intersection of pre-clinical and clinical versions of psychoanalytic research and literary studies, by means of which the author is systematically studied as the main text of the artistic and textual reality created by him. Active practice of applying the theory of psychoanalysis to the analysis of the personality of literary artists begins in the early XX century [9, 223]. Analyzing the psychobiographical experience of fiction, M. Moklytsya notes the significant contribution of psychologists and practicing psy-

chotherapists as specialists who were first interested in "the personalities of the history of literature, making them the object of psychoanalysis. Using mainly biographical data <>, they sought confirmation of the clinical picture that they had previously discovered by studying patients" [7, 94].

Thus, literary psychoanalysis was formed, first of all, as a psychoanalysis of the personalities of authors-writers, and later its field became the creative production of the artist.

The largest psychoanalytic topos of Ukraine in the XX century.– These are the cities of Kyiv, Lviv, Odessa, Kharkiv, where in the 1920s the main institutions for the spread of psychoanalytic tradition were established, namely the Ukrainian Psychoneurological Institute (1922), the Ukrainian Institute of Clinical Psychiatry and Social Psychohygiene (1926), the All-Ukrainian Psychoneurological academy, established in 1932 on their basis. The scientific and practical activity of the members of these scientific institutions and scientific societies, in fact, became the debut of psychoanalytic research in Ukrainian literary criticism. For example, in the magazine "Life and Revolution", published in Kiev during 1925–1934, published articles on applied psychoanalysis: "psychoanalysis and artistic creativity", "psychoanalysis and art", "psychoanalysis and biography"; the theme "psychoanalysis and Marxism" is actively developing [16, 13].

The objects of such intelligence were often canonized personalities of history and culture. Note that a number of psychobiographical works marks the beginning of Shevchenko studies, French studies, Gogol studies, the study of the life of Nietzsche, Dostoevsky [Chizhevsky D. I., Osipov M. E.], Garshin [Birshtein I. A., "Dream VM Gardshinoy: Psy to the question of suicide. " – Odessa.– 1913.], Nechuya-Levytsky, Kotsyubynsky. Thus, in 1916 in Lviv the work of Lviv physician and literary critic S. Baley «On the psychology of Shevchenko's work» was published – an original psychobiographical study of the life and work of the classic of Ukrainian poetry.

Despite Baleyev's caution in applying the psychoanalytic method to art, his exploration is "an example of the accumulation of knowledge in psychoanalytic science," and the personality of the analyst, Taras Shevchenko, appeared almost for the first time in the light of the poet's complex, contradictory mental life. Love relationships, the femininity of the poet's character, vulnerability) [9, 225]. «We have no right to stand here from the point of view of psychoanalysis and to recognize without reservation the stability of its theory and method of its investigation. Still, it seems to us that the application of the general method of psychoanalytic investigation to the analysis of artistic creativity, namely the desire to go as far as possible into the soul of the creator of his works and then again look for ways that lead from there to these works – can throw a new light on the creator. And creativity "[Baley S. From the psychology of Shevchenko's work / Stepan Baley //].S. Baley, competent in the theory of psychoanalysis of Z. Freud, in his study of the personality of Taras Shevchenko does not rely on the myth of Oedipus (therefore, in fact, does not define the Oedipal issues of life and artistically created traumatic plots of the author). Stepan Baley operates on the content of the ancient Greek myth of Endymion – and in this, in fact, a special originality of scientific intelligence – where the beautiful goddess Selena gives her tenderness to the handsome Endymion (he sleeps and remains passive and almost insensitive to signs of intimacy). It is this plot that S. Baley uses symbolically to explain love relationships, in which a woman is perceived symbiotically, both as a lover and as a caring mother, taking on an active function (social-communicative, physical); the man is passive and infantile. According to the researcher, this myth, in fact, adequately models the trauma-centric content of Shevchenko's work and explains the mechanism of transferring the cult of his personal trauma and dramatic family script to the plot component of most of T. Shevchenko's works. Thus, the early loss of the mother associated with this event experiences, further sublimation in

the work of erotic motifs and the search for its replacement among the characters of their own works, where there is a cult of the mother – the main facts that biographically determined the focal components of his work and psychoanalytically explained the dyadic nature of Tarasov's love-love for Ukraine, in particular. Applied psychoanalytic Shevchenko studies were further developed in the iconic work of Khaletsky A. "Psychoanalysis of personality and creativity of Shevchenko" (1926).

The researcher attaches great importance to family scenarios and examples of feminine / masculine behavior that the artist learned from his father's dyad. That is why the main images in the context of which Shevchenko's analysis is studied are the images of the mother, the girl-cover, the father. Khaletsky A. emphasizes the excessive fixation of Shevchenko on female images (first of all, the mother) and connects it "either with hostile or with ambivalent feelings towards the father" [Khaletsky A.M Psychoanalysis of Shevchenko's personality and creativity. -]. In our opinion, this is perhaps the first example of revealing the Oedipal context of the life and work of a Ukrainian artist by means of psychobiographical and pathographic research.

In the psychobiographical corpus, V. Pidmohylny's exploration "Ivan Nechuy-Levytsky (An Attempt at Psychoanalysis of Creativity)", published in 1927, is also particularly interesting. Note that the text of the intelligence was actively debated at the time of its creation, and in other periods. Nowadays, appropriate critical remarks about the mentioned intelligence are heard no less actively. The logical accents made by Pidmohylny indicate his ignorance of the original theses of the psychoanalytic concept (as at that time, mostly knowledge of Freud's original interpretations of basic analytical constructs), as well as its reliably erroneous application in literary studies. However, the biographical material, which becomes the main text, allows us to draw interesting conclusions about the important role of the metafigure of the father and early (child) sexual experience (infantile sexual experiences, oedipal substitution) to understand the work of I. Nechuy-Levytsky. Thus, V. Pidmohylny, arguing the choice of the analyst, notes: "it is necessary to know not only the" official "part of his life, but also his intimate life, various details and trifles of temperament" [Pidmohylny V. Ivan Levitsky-Nechuy (An attempt at psychoanalysis of creativity)].

The next period of implementation of psychoanalytic postulates in theoretical and applied Ukrainian literary criticism coincides with the completion of the next miliary stage – the civil war – and lasts until the early thirties. It is absolutely fair to call this time "the heyday of psychoanalysis in Ukraine": original works have been written and published, applied psychoanalysis and creative comprehension of Freud's teachings are developing more and more actively. Thus, the work created, which became the theoretical basis for the modern application of psychoanalysis – is, without a doubt, the article by E. Bergler "Psychoanalysis. The essence and significance of science prof. Z. Freud "(1923), in which the researcher actually recognizes the psychoanalytic tradition as a forerunner of discursive changes in all subsequent periods. Thus, "There is hardly any branch of the history of culture and sociology that could really be understood without psychoanalysis. In addition, it is not the case that psychoanalysis is a medical monopoly. Every true connoisseur of people must have at least a little insight into psychoanalysis".

Interesting works were published, in particular "Freudianism in Literary Studies" by Gaevsky S. Z. (Kyiv, 1926), "Identification and its role in artistic creativity" Kogan Ya.M. (Odessa, 1926), "Again about Z. Freud and art" Perlina E. (Kiev, 1927).

Psychoanalysis among artists usually provoked an ambiguous and sometimes openly negative reaction. By the way, the Austrian novelist K. Kraus claimed in the press, among other things, that "Psychoanalysis is the disease from which he undertakes to treat us". Instead, V. Pidmohylny, realizing the importance of instincts, attraction and erotic desires in the uncon-

scious mental processes of man, stressed that the sexuality of psychoanalysis is not the sexuality of a brothel. E. M. Hemingway was skeptical about the therapeutic effectiveness of psychoanalytic science [12,43]. As Kuznetsov Y. summarizes, to create a psychoanalytic theory, Freud, using many materials of world fiction, did not leave a special work on the argumentation of the importance of psychoanalysis for literature. His eminent counterpart, a student who, arguing with the "father of psychoanalysis", created the concept and systematized the basic logical constructs of the mental within analytical psychology, Carl Gustav Jung, in May 1922 read a report "On the relationship of analytical psychology to poetic and artistic creativity" meeting of the Zurich Society of German Language and Literature. From this time begins the Western European countdown to the systematic synthesis of psychoanalytic theory and fiction. In particular, K.-G. Jung abstracted the basic methodological basis for psychoanalytic study of artistic and textual reality of arbitrarily selected national literature, namely "To pay tribute to artistic creativity, analytical psychology must completely get rid of medical prejudices, because art is not a disease, and requires completely different than medical approaches" [4, 273]. Therefore, the subject of research in fiction should not be a clinical model (schizophrenia, manic-depressive psychosis), but primarily an analysis of the psyche in its daily activities, except with a special depth inherent in psychoanalysis [5, 114].

In fact, the phenomenological features of the unconscious were first studied in a preclinical format on the Franko model of interpretation of the psychology of creativity. Thus, in the scientific treatise "From the Secrets of Poetic Creativity", which became the first fundamental study of the creative process in Ukrainian literature, he substantiates the postulates of innovative concepts of Z. Freud and K.-G. Jung, which will be created later [12, 43]. In it the author considers the main tasks of "modern literary and psychological studies" [9, 222], As well as such problems as the role of the conscious-unconscious in the creative

process, the connection of poetic talent with mental anomalies ("mental illness"), associations of ideas and poetic associations, compares dreamy and poetic fantasies and their complexes. I. Franko wrote: "The question in which the poet creates consciously or unconsciously belongs to the older and main issues of literary criticism" [Franko I. From the secrets of poetic creativity // Franko I. Collection of works: in 50 vols. Vol. 31: Literary-critical labor (1897–1899) / I. Franko.– K .: Naukowa dumka, 1981.– P.54]. In the tradition of deep-analytical psychology to define sleep as "the royal way to the unconscious" (K.-G. Jung), and Franco was in solidarity with this and similar theses about the tools of the unconscious, about the dreamy metaphorical context of the creative process, respectively, visions, we will receive important keys to the knowledge of poetic imagination and poetic creativity "[Franko I. From the secrets of poetic creativity // Franko I. Collection of works: in 50 vols. T 31: Literary-critical works (1897–1899) / I. Franko.– K .: Naukowa dumka, 1981.– P. 72]. Giving considerable weight to dreams, I. Franko believed that during sleep, when the "upper consciousness" is disconnected from the "lower consciousness", "impressions" that were previously inaccessible and hidden there come to the surface.

Interestingly, they are manifested not directly, but symbolically, substituted and not easy to understand. To study the genetic links in the interdisciplinary psychoanalytic field of scientific research of Freud and Frank, it is important to understand that "typological coincidences between their approaches prove the obviousness of the psychological discourse that emerges in the late twentieth century and in the context of which were both authors" [16, 10]. As S. Lem later noted, "… literature is unlikely to be able to save or change the world, and it will not do so, neither traditional nor innovative. Incidentally, it can be a hypnotic or stimulant, it can be either a drug and a nourisher for unrealizable dreams and dreams, anesthesia, or a relentless attempt to comprehend the essence of humanity and predict its future" [6, 15].

A new tool for literary interpretive strategies is emerging. Structuralistic's – methodology defines the form of existence of cultural phenomena (and mental projections) language. Thus, J. Lacan noted in the very first seminar: "It is with the measurement of speech that the truth is introduced into the real. There is neither true nor false to speech. With speech, truth is introduced, but also untruth, and other registers" [3, 69]. It should be noted that there are no de facto widely known works for the general public and participants in professional psychoanalytic discourse that would study Lacanian models and concepts. It is important that Lacan differentiated psychoanalysis from clinical practice, giving them the status of "pure" philosophy [14, 55].

Therefore, the content of Lacanian psychoanalysis is completely different from the Freudian tradition: it is educational and humanitarian, not clinical. Using Freud's metaphors, Lacan builds a complex conceptual system that is difficult to apply to psychoanalytic interpretation of practical issues: "he offers humanitarian psychoanalysis, built as a certain rhetoric, essayist, which develops not linearly but elliptically" [3, 24]. Structural analysis is formally identified with psychoanalytic interpretation at the level of one of the objects of analysis – the "point / process of fixation": the structural-analytical approach comprehends the human personality by studying its verbal presentations (man is what he says). Based on the thesis of the structure of the unconscious (the unconscious is structured like language; it is the language of another), in his psychoanalytic concept Jacques Lacan emphasizes that "properly reveal the structure of unconscious processes can only be based on linguistic analysis of language and its mechanisms" [14, 55].

Using the analysis of the unconscious, J. Lacan defines its symbolic structure, and proves the primacy of language before the birth of man, because it is language that forms it – man – subjectivity. Thus, the classic analytical case where the analyst is asked to "say everything" but he cannot "say everything"

for the reason that it is not equal to his unconscious "reveals the traditional psychoanalytic content, in which the Cartesian intention is blocked by various types of psychological protection: therefore a priori, "the truth that claims to be complete, the truth of the unspoken" [3, 71]. J. Lacan authorially interprets the Freudian Oedipus complex: it serves the liberation of the subject, gives it a cultural status and introduces into the world of culture, language, civilization is not symbolically replaced, but in fact.

Thus, Lacan's significant merit lies in the debiologization of human consciousness: hence the vocabulary of the unconscious is not the body, but social phenomena: culture, socialization. "What interests us in the form of repetition and fits into the dialectic of pleasure is directed against life" – this quote from Freud gives J. Lacan reason to reconsider certain considerations already expressed by him, for example, on the proportionality of repetition and suppression of trauma fact, Jacques Lacan's "inscription" into the French cultural tradition made possible his contribution to Freudian theory: the separation of desire from need and pleasure from pleasure, as well as the fear of losing the "possibility of desire" and the crisis of identity of the subject French literature) are organically embedded in the modern psychoanalytic project.

Historically, the traditions of the Lacanian psychoanalytic method have hitherto been evident in Soviet realities and literary discourse, in particular because they have largely allowed the means of opportunistic verbalization to create and control the necessary ideological and communicative reality of the "Soviet man". Literature and science have always adjusted the direction of development of language, spirituality, man, society. The genius pedagogue V. Sukhomlynsky proved to the Soviet system that there is nothing to talk about in principle with a person who does not understand the Word. The ideal of such a person was created within the "iron curtain" that separated the USSR from the West and East, throughout 1917–1991. Lina Kostenko will call those boundaries a cage, the measures for which

were known "from pressed buffoons / And spring-spiral villains" [8, 11].

Thus, as A. Pecharsky notes, "in the socio-historical aspect, psychoanalysis reveals the consequences of Ukraine's isolation during Soviet totalitarianism from the European intellectual space" [12, 45], and the content of his analytical strategies in the Soviet period was not actively studied [5, 111].

Structuralism gives impetus to the renewal of Freudianism in the form of structural psychoanalysis, the analytical objects of which are unconscious mental processes; language structures are an analytical tool. As a result – the intensification of avant-garde interpretive literary studies of the second half of XX century.

Today, the scientific humanities, developing comprehensively, has enough psychoanalytic literary explorations of a methodological nature. Psychoanalysis has gained special notoriety in the stream of feminist tradition, the discourse of modernism and postmodern paradigms. Speaking about the importance of psychoanalysis, S. Pavlychko notes: "Neuroses, even madness, first appeared in the pages of Ukrainian literary works. A crazy person, or, more precisely, a person who stands on the border of two worlds – "smart" and "stupid" – does not just attract the attention of writers.

It is this image that becomes a metaphor of the personality of the new modern time, and psychoanalysis – a way of knowing this personality" [11, 340].

It is clear that psychoanalytic theory is not only an important segment of modernist discourse, but also the basis of its interpretive strategies.

For the first time in Ukrainian literary criticism, Zborovska N. conceptually substantiated the concept, logic and semantics of psychoanalytic discourse.

A separate corpus of psychoanalytic Ukrainian literary criticism consists of diasporic studies. Thus, the tradition of psychobiographical Shevchenko studies is continued by Plucht L. In the monograph

"Exodus of Taras Shevchenko. Around "Moskaleva Krynytsia" he analyzes the figure of the artist by means of religious psychoanalysis, Jungianism, revives the poet without intention and attempt to decanonize him and create a loss-making colonial canon of Shevchenko.

The phenomen's of literary psychoanalysis were first studied through the prism of the spiritual space of theology: in Pecharsky's monograph "Psychoanalytic aspect of Ukrainian fiction of the first third of the XX century" the theories of classical psychoanalysis, analytical Jungian paradigm, individual psychology by A. Adler's were comprehensively combined.

Bidyuk O. research "Psychoanalysis of micro-images of an artistic text" is devoted to theoretical problems of applied psychoanalysis, the constructive methodology of psychoanalytic research of a work of art from the point of view of author's semiotics (individual-author style) and semantics of artistic images is given.

A. Pecharsky notes that as a literary critic he is interested in aspects of the interaction of modern psychoanalysis and literature, mainly Ukrainian. After all, Z. Freud asserted that fiction in general is a carrier of psychological knowledge about man. He rethought the "clinical material" tested in the literature, in particular in the works "Madness and Dreams in W. Jensen's Gradiva", "The Motif of Choosing a Box" – an analysis of fragments from Shakespeare's dramas, "Dostoevsky and Father's Murder" and others [12, 41]. Pavlychko S. in the article "One Hundred Years Without Freud", succinctly characterizing the problematic situation and the current state of psychoanalytic discourse in Ukrainian literary criticism, drew attention to the historical understanding of socio-political events and phenomena that in the cultural and ideological canon of the Soviet space proved extremely negative. Psychoanalytics way of human cognition. This, in turn, marginalized the relevant discourse of Ukrainian literary criticism, the turning point of which was the rethinking in the 90s of the XX century. Various psychoanalytic as-

pects of his first decades, in particular the works of S. Baley, I. Franko, J. Kogan, V. Likhnytsky, E. Perlin, I. Apner, E. Bergler, M. Wolf, V. Hakkebush, V. Pidmohylny, A. Khaletsky, I. Khmelevsky, J. Yarema [12, 42]. Modernization of the XX century, artistic and literary, in particular, created a background for "<> a new "artistic reality", which revealed psychoanalytic parallels to the internal" mental reality of the individual" [12, 45]. Therefore, science is not based on rational and precise starting points, supported by facts that only seem like this: according to Freud, "their meaning is determined by a constant reference to the material of experience on which they seem to be created, when in fact this material is subject to them" [2, 125–150].

Thus, today literary critics have proved that the dyad "psychoanalysis-literary criticism" is an open synthetic system, all levels of which can be adequately interpreted using the strategies of analysis of polyrealities that create the text: text as fact, text as author, test character, text reader. Fiction always has its own psychological content and, of course, psychoanalytic ideas realized in a work of art. The psychoanalytic tradition becomes a tool for the evolution of artistic narrative and the dynamics of reading strategies, reception and interpretation of artistic and textual reality.

German researchers of the psychoanalytic tradition (in particular A. Hamburger) single out such productive connections of psychoanalysis and literature as: psychoanalytic reception of literature, or borrowing of concepts, concepts and plot-thematic constructs from literature and literary criticism; psychoanalysis as literature, or "part of the healing literary discourse that emerged in the Romantic era", psychoanalytic interpretation of literature; psychoanalytic influence on literature [15, 995].

Summarizing the theoretical and applied multifaceted psychoanalytic literary paradigm in the Ukrainian context, we support the concept of the problematic psychoanalytic field of domestic literary criticism A. Pecharsky's, namely:

1. radicalization of foreign psychoanalytic ideas and models of national character and experience of Ukrainian literature;
2. terminological differentiation in literary criticism and psychoanalysis;
3. structuring of the relevant boundaries of the practical application of psychoanalysis to the literary interpretation of texts;
4. reconstruction of literary-historical and author's subjective truth;
5. clear principles and criteria for the appropriate coexistence of the clinical "psychobiographical method" with the aesthetic foundations of works of art;
6. Synthesis of different theoretical and ideological approaches in literary criticism, in particular philosophical and hermeneutic, which provide the historical nature of understanding texts, and psychoanalytic-hermeneutic methods that reveal the hidden unconscious meanings of the author [12, 45].

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Julia Liu (Shu-Ya Liu),
Department of Foreign Languages and Literature
National Sun Yat-sen University
E-mail: holidayliu@gmail.com

WORDSWORTH'S SPOTS OF TIME: CIRCLING THE ROMANTIC AESTHETIC

Abstract. Wordsworth's contribution to the Romantic Aesthetic begins with his collaboration with Coleridge in *Lyrical Ballads* and comes to full circle in his work *The Prelude*. Through the examination of Wordsworth's contributions to romanticism early in his career, we review Wordsworth's place as one of the "big six" romantic poets and his angle on the romantic aesthetic. The sublime, the beautiful, and the picturesque are prescribed in Wordsworth's work with his circular theory of nature as the eternal. With Wordsworth's device, his "spots of time", the romantic aesthetic is woven into a circular paradigm that Wordsworth believes will make his work, and therefore his "self" eternal in nature.

Keywords: Wordsworth, Romanticism, Aesthetics, Time.

The spirit of English romanticism and the mode of romantic poetry is first prescribed in Wordsworth and Coleridge's 1798 collection *Lyrical Ballads.* In Wordsworth's preface, he urges poets to focus on their personal experiences, to do away with reasonability for emotion, and to put aside social hierarchies to create attainable poetry for the common people. This was a response to neoclassicism and an attempt to rid poetry of hypocrisy by undoing the Aristotelian tradition of poetry as an imitation. The force of their poetry is a "renewed imagination of the natural world" that reawakens society. Romantic sympathies abandon traditional authority for the sake of the emotional and imaginative, turning instead to nature and mysticism and desiring a life that restores spirit and nature to the fragmented self. To the romantics, art is prestigious and celestial, echoing truth. Nature and the divine are in turn stimulus for poetry ("a thing imagined") and self-actualization. Three major aesthetic categories of Romanticism are generally divided into the sublime, the beautiful, and the picturesque. Coleridge explains the process of the poet as "finding the Beautiful- but giving, contributing, or rather attributing the Sublime". When a poem combines both the beautiful,

premeditated, and unchartered, and the sublime there is a sort of "majestic simplicity". The sublime in romantic poetry, called "the romantic sublime", is a dark counter-aesthetic to the neoclassical idea of proportional, light-filled beauty. The picturesque is "a particular kind of beauty which is agreeable in a picture". In Edmund Burke's categorization, the simplicity within nature and in the picturesque as, is " small, smooth, round, and delicate, with gentle variations of shape and muted color, producing a feeling of love, so it is of the beautiful. The secondary qualities associated with the picturesque, "roughness of irregularity, ruggedness, variety, and contrast, particularly of light and shade…" also suggest the sublime. The picturesque is closely connected to the presence of nature and manifests as an image-world with "imaginary landscapes", exotic, mystical and oriental (far away). It is in Wordsworth's work that the simplicity of the rustic, common, countryside becomes an image of the romantic aesthetic. Critics believe the picturesque is either directly inspired by and limited to the English countryside (a "British aesthetic") or an "illustration" of Greek (Hellenistic) influence on art. Romanticism is named as such because poems use

medieval elements and elements of antiquity from romances, sometimes even creating an atmospheric sense of terror by referring to a time more primal, a time of sensational oral culture stories building astonishment, horror, and terror. Blake, taking inspiration from Milton's work, and Shelley, formulating symbols inspired by Dante, subverted traditional Christian motifs, helping create a secondary "gothic" sub-genre of the sublime (called "the dark sublime") within romantic poetry. The sublime qualities co-exist dually with the pretty, nice, and good of beauty. The romantic aesthetic is a homage to nature, imagination, truth, beauty, and art, all in one. Blake, Wordsworth, and Coleridge combined their artistic expression with the transcendental (Blake with pantheism, Wordsworth with nature, and Coleridge with imagination) while the poetic works of Shelley, Byron, and Keats inherited the legacy of the romantic genre and solidified the aesthetic ideology of romanticism.

After the publication of *Lyrical Ballads,* the collaboration between Coleridge and Wordsworth came to an abrupt end. While philosophical, transcendental, and religious concepts of romanticism are present in the collection it is in the individual works of the two poets later in their lives that fully express their contrasting ideologies. For example, in *Lyrical Ballads*, Coleridge's idea of "Life in Death" first emerges with the immortal, ghostly figure of "Rime of the Ancient Mariner" that is later seen in "Dejection: An Ode" where envisions his death as the catalyst for his heath, happiness, and poetic creativity. Wordsworth's "myth of nature" formulates as he first presents nature as a shaping force in *Lyrical Ballads*, but it is later in his 1820 *Prelude* which would become the manifesto of British Romanticism that these ideas would come full circle. It was also during the writing of *Lyrical Ballads* that Wordsworth argues to Coleridge that he needs to go back in his personal history and draw upon strength "spots of time" to begin the prophetic task Coleridge has laid out for him. In terms of literary criticism and aesthetics, Coleridge's *Biographia Literaria* and his discussion of imagination, especially

secondary imagination (human imagination with conscious will), would be highly influential in transcendental and sublime works to follow.

The Self in romanticism is both unstable and alienated. Both Wordsworth and Coleridge manage to step away from the Self and achieve poetic autonomy in their later works. Instead, the poets were more concerned with merging with nature, imagination, and eternity. I believe that the eternal for both poets is achieved through overcoming time. Wordsworth and Coleridge attempt to find unity of time, to collapse the limitations of time, and embrace eternity, through different devices. I hypothesize that Wordsworth's ideology of the eternal is completed in a circle (a cycle) while Coleridge's is completed through a triangle (the trinity). Wordsworth's ideology is a circular carousel spinning endlessly on an individual axis. Coleridge's ideology is shaped in a trinity and implies the passing down of hierarchy and poetic heirloom. Wordsworth succeeds in presenting his ideology of the eternal by depending on nature and memory while Coleridge believes that the eternal is true through religion and can be realized through imagination.

Coleridge's ideology puts all his faith in his Christian God. Coleridge felt with absolute certainty that human beings must continue to enjoy some form of existence after the death of the body in the afterlife. He believes, like Keats in "immortality of some nature". Coleridge felt the need to explore the nature of eternity and wrote in *Aids to Reflection* in 1825. In the piece, Coleridge stated that the afterlife was one of the two essential "constituents of all true religion" (Harding [4, 206]). Coleridge was concerned if "all the passions, fears, thoughts, hopes, ideas, and longings that fill a person's mind and soul in this life could not simply vanish, and become as nothing, when the last breath is drawn" (Harding [4, 206]). Without defying traditional ideals, Coleridge tried to create his system of natural philosophy, rooting his ideas in both Christianity and the German natural philosophers such as Schelling and Kant. Coleridge especially drew upon the ideas of Kant's Absolute without

giving into Kant's imperial law of nature (Modiano [6, 59; 65]). Coleridge's use of the terms "Thesis-Antithesis" implies polarity between subject and object but instead, Coleridge attempts to break the binary dichotomy that was set up in western thought by Kant and create his idea of eternity as a triangular (Modiano [6, 59; 62]). To Coleridge (*On the Constitution of the Church and State*) opposites are always of the same essence, subject and object, nature and mind, man and God, the body and the soul merge into an amorphous indistinctness that eradicates their individuality (Modiano [6, 62–63]). For Coleridge, a system that abused polarity inevitably sacrificed qualities such as distinctness, diversity, and the essential disparateness of various orders of being "Extremes Meet", self-consciousness is, in turn, an original identity, an original antithesis, and an original synthesis (Modiano [6, 63]). Coleridge's work in defining the eternal has its value in that it is the first ideology that merges the binary natural philosophy into the trinity of the Christian God.

To Coleridge nature is eternal in its existence because of God's eternal and omnipresent existence within nature. Coleridge thus argues that by becoming synthesized with nature (which is also fragmented when compared to God) one does not become eternal. Coleridge nevertheless agrees that synthesized nature and self can aid one toward the direction of the eternal God when they are coupled with imagination. Coleridge emphasized culture and art, believing them, the fruits of the imagination, to be closely connected to the spiritual. Coleridge cannot in any way understand why Wordsworth feels he needs to revisit his childhood memories to regain his poetic prowess, and he cannot accept that spots of time contain Wordsworth's poetic fullness and imaginative authority. Wordsworth chooses to praise and mourn his youth and the boy he used to be; Coleridge is confident about later generations (De Man [5, 8]). To Coleridge, the concept's lack of mystical purity and detachment from the Christian God undoes itself and thus cannot regenerate Words-

worth's poetic talent and abilities as the proposed poet-prophet (Bishop [1, 58]).

Wordsworth dismisses the Fancy in Coleridge's imagination. Imagination is not an eternal power of its own, it is an agent that needs the poet to bring with him other eternal powers to create something eternal (Weaver [8, 76]). Unlike Coleridge, Wordsworth believed that Fancy was merely a mode of memory and not a true trifle to be dealt with alongside Imagination as a source of power. The Fancy is present in the spots of time through memory, but it is not until the poetic talents of the poet revisit these moments of Fancy that they become eternal and transcendent (Weaver [8, 81]). Wordsworth separates the imagination with inspiration, present but independent. Imagination itself becomes a "moving soul" contrary to Wordsworth's own (Weaver [8, 75]). This is why imagination, self, and nature, are seen as conflict and obstacles to his "continuity of the consciousness of self". The sublime is created through suspension, a "fever of the world hung upon the beatings of [his] heart". The imagination "summon things into being", forming a combination of real nature and a picture of the mind. Wordsworth's ideas of the eternal and the folding of time are deeply connected to his promotion of the presence of nature as a divine force that is parental, spiritual, and educational. In the *Prelude* Wordsworth writes "Nature lodg'd The Soul, the Imagination of the whole". Through imagination time is revisited, "humanized", and "commonplace", and only through imagination, memory, and the lapse of time is nature proved to be visionary (Bloom [2; 3]).

Within the *Prelude* Wordsworth's ideology of eternity is complete. Wordsworth has to agree with Coleridge in understanding while nature is divine it is not eternal, but perishable, that to some degree nature and the pastoral is a conceit to develop individual selfhood and strive for eternity. Memory, nature, imagination, and other sources of Wordsworth's poetic power are seen with their agency. To Wordsworth unity with nature and the self is personal and requires and a critical separation (gap or distance)

for the poet himself to become closer to eternity, rendering a force of alienation and a fierce sense of selfhood within this unity. The spatial metaphor of a gap indicates that there is a limitation of time and space, only inclusive through Wordsworth's deliberate focus on memory and nature.

Wordsworth's eternity is constructed through a circular, continual, revision of the self. Memory becomes increasingly central to Wordsworth's work because it is through this adapted and reedition of memory he continues to go back to that he can circle his life, his self, into a continuum. The self is not broken from nature or the imagination instead they come together as a swirling circle. This sphere, which Wordsworth himself has created for the ideal of a circle of eternity is composed of his memories of connections with nature. In the first book of the *Prelude* "instead of being centered on the earth, we are suddenly related to a sky that has its movements, alien to those of earth and its creatures… Suddenly, the sky no longer relates to the earth" (De Man [5, 7]). De Man explains it as an alienation from the actual earth and sky that are "alien" to our earth which is seen in *Prelude with* "experiences and sudden feelings of dizziness, a falling or a threat of falling, vertigo" (De Man [5, 7]). The spirits he has been separated from him and his philosophical work, they swirl about, he merely attempts his best to transform them with language into his poetry, a project he understands he will never truly complete (Toker [7, 187]). The experience is "a literal moment of absolute dizziness which disjoins the familiar perspective" In the sixth book of the *Prelude* Wordsworth writes, "The types and symbols of Eternity, Of first and last, and midst, and without end" (De Man [5, 570–572]). Wordsworth has completed his ideology of the circle of eternity where he can "imagine, to convey the experience, the consciousness of mortality" even those in the past and future (De Man [5, 8]).

"The truth is the highest bliss that can be known by the poet" but to present this truth to the world Wordsworth realizes he must also "partly fail" as he is "connected in a mighty scheme of truth" of the poets before him and that there is an inevitable "loss" in literary transference (Weaver [8, 76; 84; 87]). Wordsworth writes *The Prelude* knowing the limitations of language, making him, the poet, a "hero", who faces overwhelming emotions behind the doors of each "spot of time" to attempt to describe in indescribable, the "incommunicable powers". Wordsworth places a priority on "creative intelligence", which focuses on interpretation through a poet's mind (Weaver [8, 84]). This "nuclear emotional constellation" contains all of Wordsworth's consciousness of his soul (Bishop [1, 59]). Wordsworth has his own "set system" with imagery that serves as the symbolic and emblematic language that tells the story of Wordsworth's inner world, but he believes the truth of his inner world will echo a universal understanding of what is real (Bishop [1, 59]).

Wordsworth intentionally places "spots of time", key moments in the history of Wordsworth's imagination and existence, in his poetry because he is fearful that one day he will be unable to connect the dots. These are altered memories, a merging of the true memory with imagination to maintain a "perfected" cycle of eternity for Wordsworth (Bishop [1, 46]). Wordsworth attempts to reconnect to a time before the industrial age, in a state before civilization, almost to the extent of embracing wilderness, believing that through the powers of nature and through recalling his childhood memories will be rejuvenated. The presence of nature, eternal, magnificent, and terrifying is of necessity, the "presence of nature" is to be present or the poet cannot answer to his "presence of soul" (Weaver [8, 78]). For Wordsworth he must go back into his childhood to regain an imaginative strength powerful enough to sustain his current emotions and provide for him to do what otherwise cannot be done: to narrow the gap between reality and the world described, present philosophical truth despite limitations of language, and to promise a future even when the present is despondent. Wordsworth's belief in feeling and imagination led him to rely greatly on

his idea of self, "spirit and pulse", to the agitation of his critics, and the delight of his successors of personal faith (Kirsh). By doing so Wordsworth faces all the psychodynamics and emotional complications of the "consciousness of his soul", it is both inspiring and terrifying. The intensity and immensity of this flow of emotion are so much so that it is almost terrifying, mystical in its presentation of dark and light, in an almost illusionary dream (Bishop [1, 51]). Imagery serves as a direct connection of the soul of the poet, and mankind, to the creative energies, such as the nature of the external, world (Weaver [8, 79]). It is by recalling childhood joy that Wordsworth can bring joy to mankind (Bloom). In the second part of the *Prelude* Wordsworth "reflects" on his death. De Man explains, "The structure of the poem, although it seems retrospective, is prophetic. Wordsworth is thus anticipating a future event as if it existed in the past. Seeming to be remembered, to be moving to a past, he is anticipating a future" [5, 8]. Wordsworthian philosophy explains that the collapsing of the illusion of time through whatever means (language, suspended feeling, or promise) creates the fulfillment of self, which in turn, will change the world.

The spots of time ensure that Wordsworth's work has been pre-refined for the reader so that it can only contain the best of what is to be said, the spots of time are the essence of Wordsworth's philosophy (Weaver [8, 75]). The cultivation of feeling made Wordsworth an avant-garde writer of his time and a model for modern writers to follow (Krish). The "spots of time" are recognized to have common themes. These themes function much like the chorus of a Greek play, to point the reader or audience toward the direction of the work's message. In *The Prelude,* we can see a pattern of themes and images that point to Wordsworth's main message in his philosophy of being and his theory of the restorative value of memory. The abundance of the

emotive feelings each "spot of time" contains, the pattern they make in correlation with each other, and the imagery within these "spots" (Bishop [1, 46; 51; 56]). In the fabric of Wordsworth's *Prelude* his "spots of time" specifically repeat not only the same themes of childhood and nature but also emotions, images, and picturesque qualities. The imagery and presence of individual items provide for and understanding into Wordsworth's philosophical mind, as "anchors" into Wordsworth's moral philosophy (Toker [7, 187]). One of the most significant uses of imagery is the concept of motion as a presentation of emotion. Within each spot of time, there seems to be a theme of rising. This use of ascent and descent are significantly a priori uses of imagery. On the surface, there is the biographical history of Wordsworth's personal experiences, socioeconomic commentary and empathetic suggestions, and also response and dismay at the political welfare during his times.

Wordsworth himself recognizes that there is a power, "the shaping spirit", that is separate from his soul that leads him and his poetic work to a state of sublimity and philosophical beauty (Weaver [8, 75]). Within Wordsworth's spots of time they are unrepressed and free from one another, Wordsworth may only access them with wise passiveness, he is subservient to these external powers (Weaver [8, 75; 79]). When Wordsworth consciously accesses spots of time he is conducting a dialogue between his existential being and his present self, while also retrieving his imaginative power as a poet. Traditionally, it is the omnipresent God that confirms that there is an eternity. This is not the case for Wordsworth, with whom fundamental spatial perspectives are reversed (De Man [5]). Wordsworth's attempt in this circle of eternity is to instead find in common life the fulfillment of hopes that previous generations had deferred to religion or the future (Harding [4, 204]).

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Potreba Nadia Anatoliivna
Horlivka Institute for Foreign Languages HSEE
(Donbass State Pedagogical University)
Associate Professor of French and Spanish
E-mail: potreba68@gmail.com

GENDER ASPECT OF PHRASEOLOGICAL UNITS OF THE FRENCH LANGUAGE

Abstract. The article addresses the conception of phraseological unit as one of the basic elements of culture. The author focuses on the difference in the perception of gender differences of the phraseological units by the example of the French language.

Keywords: phraseological units, gender, conception, semantic field, criterion.

Each culture differentiates human behaviour depending on the gender, prescribing certain social roles, a pattern of behaviour and feelings. In this sense, being a man or a woman means following certain social expectations imposed by society on a person based on the «rules of gender». Gender is somehow present in all areas of our life. The language area is no exception. Its content can be revealed by analysis of the language structures [1], which explain the necessity of linguistic study of the cultural representation of the gender. The conceptions of «masculinity» and «femininity» are considered not as an immanent factor, but as the cultural concepts [1].

The phraseological fund provides great opportunities for the gender research, which brings other previously not emphasized aspects to the study of this fund. Set expressions containing a gender aspect make up a very interesting and important layer of the phraseological fund of any language, although it is insignificant.

In a recent work, A. M. Chervony identifies some semantic relations that underlie the internal form of phraseological units, among which we are interested in «gender — the level of intelligence» [2, 197]. A woman or a man, as a subject of mental and intellectual activities, has both positive and negative assessments.

The study of the peculiarities of the gender factor's functioning at different language levels raises the question of the relevance of gender research on the material of phraseological units of the French language.

Phraseological expressions are one of the most productive means of verbalizing the conceptual content of French cultural attitudes. Phraseological semantics is considered from the point of view of gender asymmetries associated with the distribution of men and women role functions in French society.

According to the definition of the word homme which is given by «Explanatory Dictionary of the French language Larousse» [3], it is possible to divide the material analyzed by us into two semantic fields:

1) phraseological units in which homme is understood as l'être humain (par opposition aux animaux) «human being»,

2) phraseological units in which homme implements the meaning of «personne de sexe masculine» (par opposition à femme) «male (as opposition to female)».

The analysis of the studied PU is based on three main criteria, namely physical properties (appearance, age, physiological characteristics), psychological characteristics (character, emotional state,

behavioural characteristics) and social-role parameters (marital status, social status). The semantic field «Human» is represented by a large number of phraseological units, but we will focus in more detail on the phraseological units of the second less numerous group, which are combined into the semantic field «Man».

The criterion of a man's appearance, i.e. his physical parameters, is reflected in phraseological units combined with a positive assessment, actualizing the seme of attractiveness, for example:

Un beau brin d'homme;

Un homme à la redresse;

Un vieux jeune homme.

The criterion of a man's inner world, based on his psychological characteristics, is manifested by the behavioural attitude of a man to a woman and a husband to a family and a house. This aspect is reflected in the following phraseological units:

Homme à femme;

Homme à succès;

Homme galant;

Homme de famille;

Homme de foyer.

The criterion of the social-role relations is manifested by PU in which a man is directly called, and the lexeme homme is most often used in the opposition «man/woman» (homme/femme):

Paris est le paradis des femmes, le purgatoire des hommes et l'enfer des chevaux;

Fumée, pluie et femme sans raison chassent l'homme de la maison.

When analyzing PU with the meaning "man", it is possible to distinguish a number of PU into a separate subgroup which includes phraseological units with paired correspondences, i.e. those that have a pair in the feminine gender, for example:

Le premier homme / la première femme;

Homme de ma vie / femme de ma vie.

Also, these PU nominate a man and a woman by internal and external characteristics,

pointing to height —

petit bout d'homme / bout de femme,

to character — Bel homme / belle femme,

to behavioural habits — Homme d'intérieur / femme d'intérieur

According to the social-role parameters, this subgroup includes PU nominating a person by the type of activity, and there are both names of professions and activities which are traditionally considered as male and female:

— Homme de lettres / femme de lettres;

Les hommes en blanc / les femmes en blanc;

Homme à gages / femme à gages,

— and implying male heavy physical labor — Homme de peine / femme de peine.

As for the definition of the word femme which is given by the «Explanatory Dictionary of the French language Larousse» [3], it is possible to divide the material analyzed by us into such semantic fields:

1) phraseological units in which femme is understood as l'être humain du sexe féminin «female human being»

2) phraseological units in which femme implements the meaning of Épouse (spouse, wife).

3) phraseological units in which femme is considered as a female human being with its advantages and disadvantages, its activities and origin.

If we analyze phraseological expressions by appearance, age and physiological characteristics, we can point out their small number. And they are associated with age and oldness. A woman starts to lose attractiveness and feel the lack of male attention with age, but at the same time, a woman starts to use the strengths of the years of matureness.

Les femmes sont comme les paons dont les plumes deviennent plus belles en vieillissent.

La vieillesse est l'enfer des femmes.

Femme barbie, de loin la salue, un bâton à la main.

Quand les cheveux commencent à blanchir, laisse la femme et prends le vin

Expressions in which a Woman is a symbol of beauty and grace:

La femme de César ne doit pas (même) être soupçonnée

La femme du voisin est toujours plus belle.

La femme est toujours femme.

La plus belle femme ne peut donner que ce qu'elle a.

Phraseological expressions that emphasize the psychological characteristics of women are the most numerous. A woman is characterized by such qualities as heartfulness, friendliness, anxiety and shyness.

Larmes de femme, assaisonnement de malice.

Femme rit quand elle peut et pleure quand elle veut.

In the French language, we have identified expressions that negatively characterize women's intellectual properties, as they indicate the inability of women to behave with dignity in society, ridicule women's simplicity and narrow-mindedness.

De ce qu'on dit des femmes, il n'en faut croire que la moitié

Femme qui rit, à moitié dans ton lit

La langue des femmes est leur épée, et elles ne la laissent pas rouiller.

Trois femmes font un marché,

It is very often possible to find phraseological expressions in which there is a comparison of a woman with animals: paon, poule, chevaux, chatte.

Animals are one of the most ancient standards of comparison, as since antiquity the lives of people and animals are inextricably linked.

La femme et la poule se perdent pour trop courir

Caresses de femme, caresses de chatte.

Paris est l'enfer des chevaux, le purgatoire des hommes et le paradis des femmes.

Des femmes et des chevaux, Il n'y en a point sans défauts.

In our opinion, these phraseological units have an expressive gender colouring. They are characterized by a feminine direction, they are associated with a woman, they mean domination and the power of a woman over a man.

That is why a Woman and a Horse are very similar. A true Woman is characterized by pride, beauty, intelligence, self-respect and the ability to adapt to any situation. All of this applies to the Horse and only to it, but not to any other animal.

The comparison of a Woman to birds is not accidental. It is not only because the bird is able to successfully maneuver, trying to avoid the danger. Women are like birds, and they will never be happy in a cage. Holding a woman by force or circumstances, you need to prepare for the fact that you will lose her irrevocably.

La femme est un oiseau qu'on ne tient que par le bout de l'aile

Foi de femme est plume sur l'eau.

A large group is formed by phraseological units that proclaims the defining role of a woman in the family.

La femme fait la maison

Il faut être le compagnon et non le maître de sa femme

La bonne femme n'est jamais oisive.

Qui croit sa femme se trompe, et qui ne la croit pas est trompé.

L'amour des femmes que le courage des plus braves

Les hommes font les lois, les femmes font les mœurs

Traditionally, the husband was considered as the head of the house, and the wife was obliged to obey him. Quarrelsome and rebellious women were allowed to be punished by their husbands.

Il est permis de battre sa femme, mais il ne faut pas l'assommer

La femme ne doit pas apporter de tête dans le ménage

Fou est le jaloux qui tente de garder sa femme.

Sont les femmes les deux extrémités de la vie serait sans sejours et le milieu sans laisser

In the French language there are quite a large number of phraseological units about the ability of a wife to run a household:

Femme sage reste a son menage.

C'est la bonne femme qui fait le bon mari.

On ne peut avoir en même temps femme et bénéfice

Qui épouse la femme épouse les dettes

Les femmes font les hommes.

Qui femme a, noise a.

After analyzing the phraseological expressions, it can be noted that most of French phraseological units are formulated as recommendations. There are phraseological units related only to men: the predominance of the category «Man-the stronger sex», the presence of phraseological units of the category «man-lovelace» and «man-weakling». Phraseological units referring only to women are not numerous, but they characterize a woman as «a frivolous being», as «a symbol of beauty and grace» and as «the weaker sex». There is a group of phraseological units where the internal form refers to the feminine, but the expression itself applies to all persons. Male names also contain both positive and negative connotations. PU analysis reveals that the dominant role in the family does not belong to either a man or a woman. Phraseological units do not reflect the dependence of the wife on the husband and the husband on the wife.

Thus, the phraseological expressions of the French language show the presence in the main category not of persons, but of actions peculiar to all people. In phraseology, the predominance of negative evaluation is not related to the gender factor, but to the peculiarity of human conceptualization of reality. Therefore, it can be concluded that it is not «bad women» that are opposed to «good men», but «bad» to «good» within the framework of the universal, most of the gender phraseological units are assessments of moral qualities and behavioral norms.

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Section 6. Management

Maia Soselia
Doctor of Business Administration (PhD),
Professor of Georgian Technical University
Tamar Rostiashvili
Doctor of Business Administration (PhD),
Professor of Georgian Technical University
E-mail: maiko_23@mail.ru

THE SPECIFICS OF MODERN INNOVATION MANAGEMENT ANNOTATION

Abstract. The most significant reasons for the need for innovation at the microeconomic level are given. The international and Georgian approaches to defining the essence and content of innovation are considered. The main functions of innovation management have been substantiated. The author's definitions of the concept of "innovative management" are given. The specific functional areas of innovation management in modern organizations have been identified.

Key words: Innovation activity, Functional areas of innovation management.

In modern conditions, successful innovations are becoming a key factor in survival, successful functioning, and accelerated development for many organizations (firms, companies, enterprises, business groups) of various types of economic activity.

The need to create innovations at the microeconomic level can be caused by a number of interrelated reasons, which represent both new emerging opportunities and real or potential threats from the external environment. The authors attribute the following to the most significant reasons (factors):

– Desire to occupy leading positions (in the market, industry, region, country, world);
– The possibility of using the achievements of scientific and technological progress;
– The emergence of new and expansion of existing needs (public, industrial, social);
– Differentiation and individualization of needs;
– The need to strengthen market positions;
– Opportunity to enter international food markets;
– Aggravation of price competition;
– Strengthening and increasing the importance of international competition;
– A favorable institutional environment (low administrative barriers, tax cuts, the provision of various benefits and subsidies to subjects of innovation);
– The ability to attract highly qualified human resources, new ideas, technologies, information, capital, finance, and investments;
– Change and tightening of standards (technical, environmental, production, etc.);
– Highly dynamic changes in the economic environment.

For the continuous creation of innovations, their implementation, introduction to the market, and wide distribution, a systemically organized innovation activity is required. In turn, the dynamism, efficiency, and effectiveness of the implementation of this activity presuppose the presence of a professionally built innovative management. Government support and favorable conditions for the institutional environment are also important positive factors for innovative business, but it is competent and adequate management that should be recognized as the main driver of success for many organizations in the modern world. In this regard, the conceptual study of the foundations of innovation management becomes relevant for situational use in organizations, regardless of the type, size, scale, and scope of their activities.

Before considering the essence of innovation management in the enterprise, you should decide on the use of innovation. In accordance with the international approach, innovation includes all scientific, technological, organizational, financial, and commercial activities that actually or intentionally lead to the introduction of innovation. It is recognized that some types of innovation are innovative in themselves, while others do not possess this property, but are also necessary for innovation. All types of research and development (including those not directly related to preparation for any innovation activity) funded or carried out by an organization are considered innovations.

Innovation management and innovation management. The existing definitions do not fully disclose this type of activity and do not reflect its specifics. In particular, it is not taken into account that the specific objects of management are intellectual labor, knowledge, intangible assets (including intellectual property), and venture capital investments, which undergo transformations in the course of innovative marketing of research and development, technical reconstruction and other types of innovative activities. None of the values indicate that a particular attribute of innovation represents a significant risk that also

needs to be met. In addition, innovative activities are implemented in the form of projects and programs in the context of the network interaction of economic agents (individuals, organizations). In this regard, the issues of a deeper study of innovation management and accounting for its work become relevant.

At its core, management is focused on the rapid and effective achievement of goals that involve obtaining a new and practical result. Such goals can be associated with the creation of fundamentally new or qualitatively improved products (goods, services), technological processes, management methods; commercialization of new ideas, R&D results, intellectual property; introduction of new types of machinery and equipment.

Innovative management at the enterprise should be carried out by the subjects of management: specific managers or special structural units. Moreover, these powers and departments can have line or apparatus powers depending on whether the activity in the organization is primary or secondary.

As we know, management in socio-economic systems is carried out through the performance of functions. In the classical scientific work on management [5] P. Drucker considers such primary management functions like planning, organization, work with personnel, leadership, control. Ph. Kotler distinguishes several different management functions: planning, organization, motivation, and control. This approach is the most common and accepted among managers. Some researchers are transferring these functions to the field of innovation management.

At the same time, other approaches are known. For example, H. Koontz and S. O'Donnell call planning, marketing, organization, control, and analysis of the effectiveness of innovation functions of innovation management [3].

Along with highlighting the main functions of innovation management (goal formation, planning, organization, and control) M. Mescon and F. Khedouri identified functional solutions (socio-psychological: delegation and motivation; procedural: and commu-

nicative). In turn, Georgian scientists, E. Baratashvili, M. Chechelashvili, I. Makharashvili, and B. Gechba-ya consider such functions of innovation management as forecasting, planning, organization, coordination, motivation (stimulation), communication, regulation, control and accounting, marketing [4]. Another group of Georgian researchers — A. Abra-lava, L. Gvadzhaya, R. Kutateladze — defines the cycle of performing the functions of strategic marketing, planning, organization of processes, accounting, control, motivation, and regulation; they regard coordination as a central management function.

The authors, based on their own experience, identify the following main functions of innovation management at the enterprise: planning, organization, activation, control, and optimization (Fig. 1). These functions can be fully considered universal, since they are applicable to any innovation process (project, type of activity), despite all their diversity and situational differences. And coordination actions are at the heart of each of these functions. Indicative lists of the components of the main functions of innovation management at the enterprise, highlighted and systematized by the author, are given in the table. These lists are not exhaustive, they should be considered indicative and, therefore, they can be supplemented and changed depending on the circumstances and needs of the enterprise managers.
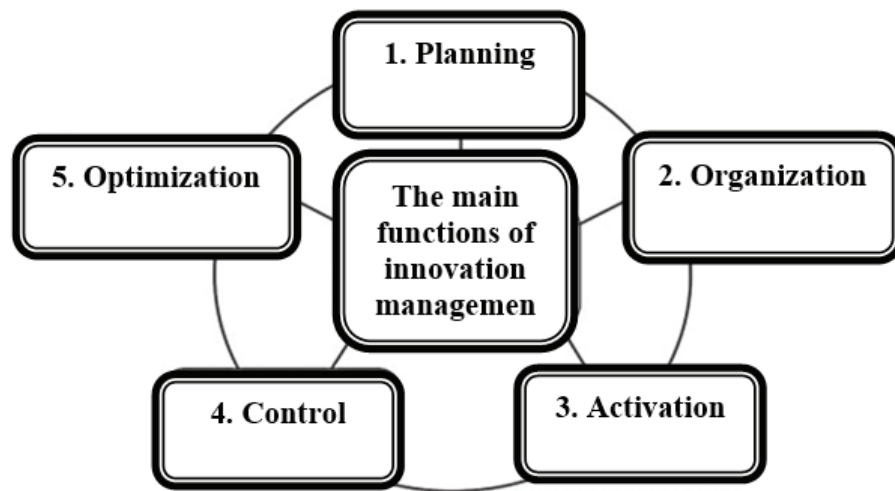

Figure 1. The Main Functions of Innovation Management in the enterprise

We recommend using these lists as a starting point for developing your own sustainable innovation management option. All these functions are closely intertwined and interrelated, even in some sense they tend to merge. The use of these functions by innovative managers must be systematic and networked. At the same time, they should be performed spontaneously, depending on the circumstances. That is, managers should always perform those functions that they consider to be the most priority and necessary in the given specific conditions (as a rule, based on a systematic analysis of the situation). Management processes are carried out on the basis of the implementation of special management functions obtained by imposing common functions (planning, organization, activation, control, optimization) on various types of innovation activities, innovation processes, and their structural components. In this case, available (known) methods, technologies, mechanisms, management tools are used. The process of implementing each of the listed management functions usually consists of the sequential implementation of the following stages: a collection of relevant information and development of management decisions; making decisions; bringing the decision to the attention of stakeholders. That is, the performance of each of the management functions is a complex intellectual and communicative process.

Consideration and analysis of the content of innovation management lead to the following author's definition. Innovation management is the processes of planning, organizing, activating, monitoring, and optimizing various activities aimed at creating specific innovations that are implemented in practice.

The functions of managing innovation activities within the enterprise can be centralized and concentrated in the powers of one official (for example, the deputy director for innovation, the head of the department of innovative development) or decentralized (distributed between managers of different levels and employees of departments responsible for the innovative development of the enterprise).

The degree of centralization and decentralization of management functions is dictated by the need to take into account specific circumstances. At the enterprise, it is necessary to document the distribution of functions and responsibilities, determine the responsibility in the field of innovation. In practice, this is not always the case. In the author's interpretation, innovation management is interpreted as a somewhat broader concept than innovation management. In this regard, the following detailed definition is proposed. All of these functions are closely intertwined and interrelated, even in some sense they tend to merge.

Consideration and analysis of the content of innovation management lead to the following author's definition.

Innovation management is the processes of planning, organizing, activating, monitoring, and optimizing various activities aimed at creating specific innovations that are implemented in practice.

In the author's interpretation, innovation management is interpreted as a somewhat broader concept than innovation management. In this regard, the following detailed definition is proposed:

Innovation management is a special type of intellectual and communicative activity of a systemic nature, consisting of the coordination of individual and group efforts and network interactions of economic agents for the concentration and transformation of the results of intellectual activity, venture capital investments, and other resources necessary for:

a) Timely and effective achievement of goals related to research, development, the market launch of new or qualitatively improved tangible and intangible products,

b) The introduction of new or significantly improved technological processes and management methods in conditions of significant risk.

At the same time, it is necessary to take into account that in modern conditions, innovation management is carried out, as a rule, in conditions of significant mobility and instability of the external environment, as well as unreliability, insufficiency, and inconsistency of information about it.

All the considered functional areas are organically intertwined and to a certain extent overlap each other in content, but it is their joint consideration that allows us to form a more holistic understanding of innovation management.

Conclusion

Innovation management is an integral part (of one or another scale and significance) of the general management system at the enterprise and must be organically integrated into it.

The scientific provisions developed by the author can be used in the practice of managing innovation-oriented organizations in various industries, taking into account their specific specifics.

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Section 7. Pedagogy

Akhmedova Laylokhon Tolibjonovna,
Doctor of Sciences in Pedagogics, Professor of the Uzbekistan
State World Languages University.
E-mail: ravil1958@mail.ru

INNOVATIONS IN THE SPHERE OF FOREIGN LANGUAGE EDUCATION IN THE REPUBLIC OF UZBEKISTAN

Annotation. The article is dedicated to the innovations of all levels of education in foreign languages system of the Republic Uzbekistan. A number of important government orders and decrees pertaining to reform on educational language system are reviewed and exact examples what was specifically done to date to improve the system of learning foreign languages in the Republic of Uzbekistan are given in this article.

Key words: innovations, teaching, learning, foreign language, competence, approach, education.

Language is the main means of communication, the greatest property, inalienable affiliation and a necessary element of any national culture. Language is one of the main channels through which you can get information about the outside world. That is why it is so important to ensure high-quality fluency in both the native and foreign languages in the system of continuing education in our republic. The opinion of psychologists and sociolinguists on this problem boils down to the fact that knowledge of any non-native language helps a person to better understand his native language, which remains an unshakable foundation for mastering any other language. We agree with this statement, since the prestige of the native language should not adversely affect the study of other languages. A person who does not know, except his native, another language, remains closed exclusively in one culture.

That is why the words of the outstanding Uzbek poet and statesman Alisher Navoi are relevant to this day — "I would like to know a lot — Oh, a lamp of my dreams, in the name of creation. I would like to know the thoughts of all people and the languages of the whole world" [3].

And also is the wise and fair conviction of a famous writer Chingiz Aitmatov that the beautiful world of literature, culture should be open to all and the main condition for this is knowledge of not only native, but also other languages… [1].

In our opinion, knowledge of foreign language is one of components of professional competence of specialists of any profile.

The Decree of the first President of the Republic of Uzbekistan dated 10th December 2012 #PP-1875 "On measures to further improvement of foreign languages learning system", once again confirms the importance of studying and improving the status of a foreign language in society, changes of sociocultural context of studying languages of the international communication as the priority of language education is connected with the role of language in the life of society: language is a tool of learning and commu-

nication, development and education, influence and self-realization.

As the Decree highlights, "… the analysis of the current system of the organization of learning foreign languages shows that educational standards, training programs and textbooks do not fully fit the modern requirements, especially regarding the use of the advanced information and pedagogical technologies. Education generally carried out by traditional methods. Further improvement of organization of continuing education of foreign languages is required at all levels of education system … » [6].

What was specifically done to date to improve the system of learning foreign languages in the Republic of Uzbekistan?

In light of implementing this Decree the Uzbek State Educational Standards for Continuing Education "Requirements to the level of preparedness of the graduates of all levels of education in foreign languages" were elaborated by the scientists of our country with participation of the leading foreign training centers, the international experts and specialists in corresponding foreign languages based on the document of the Council of Europe "Common European Framework of Reference: Learning, Teaching, Assessment " (CEFR), that provides concrete criteria of foreign languages knowledge level at each step of education. Republic of Uzbekistan State Educational Standard of System of Continuing Education was approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan on May 8, 2013 year [4].

State attestation monitoring and measuring criteria, foreign languages curricula (English, French, German and others) were developed based on this standard consistent with specifics of educational institution and were approved by relevant resolutions of the Ministries.

The aim of teaching foreign language at all levels of education of the Republic of Uzbekistan is to develop the foreign language communicative competence of learners to be able to function in the multicultural world in everyday, academic and professional spheres.

Competence represents the amount of knowledge, abilities and personal qualities, which allow making various actions caused by specific motives and the purposes including those set by the participant of communication.

Foreign-language communicative competence is "a capability and real readiness to perform foreign-language communication with native speakers, and also familiarizing school students with the culture of the learned language country/countries, better understanding the culture of own country, ability to represent it in the course of communication". Tasks on learning foreign language include mastering following competences by the trainees:

Based on the "Common European Framework of Reference: Learning, Teaching, Assessment" (CEFR), *Foreign language communicative competence* is based on linguistic, pragmatic and socio-linguistic competences.

Linguistic competence, entails the knowledge of language materials (phonetics, vocabulary, grammar) and skills capability in language activities (listening, speaking, reading and writing) sufficiently to communicate with the representatives of the target language.

Sociolinguistic competence enables foreign language learners to choose appropriate linguistic forms, ways of expression depending on the setting, communicative aim and intentions of the speaker. Sociolinguistic competence also embraces socio-cultural competence, which refers to the ability to identify and respond appropriately to situations in the target culture and with speakers of the target language.

Pragmatic Competence refers to the ability to respond spontaneously to situations in the target language as they develop, and includes the deployment of strategies to take part effectively in interactions — for example, interrupting, clarifying, compensating when communication breaks down, etc.

Discourse competence is subsumed under pragmatic competence for the purposes of this document. It refers to the ability to chain together idea with appropriate language in speech or in writing. It also as-

sumes the ability to understand linguistic signals in connected speech or writing, for example sequencing devices, language to make contrast, ways of beginning and ending [2].

It is worth noting that the realization of the new purpose of learning foreign languages is implemented on the basis of modern approaches — communicative and activity, personal oriented, integrated and competence-based.

Communicative-activity approach has the developing, functional and communicative character of learning that promotes increase of informative activity in the education. This approach is oriented to forming students' capability and necessity in reflection, self-development and self-updating. It occurs based on integration into the process of learning various fields of knowledge, the organization of learning process as the process of cross-cultural communication, teacher's and student's cooperation as equal participants of educational process, application of interactive forms of education; development of students' independence in obtaining new language and sociocultural knowledge and practical skills.

The learner-centered approach in learning foreign languages consists in development of content of the training which is based not only on scientific knowledge, but also on meta-knowledge (recommended practice of learning) and special forms of interaction of educational process participants (pupils, teachers, parents). This approach implies special procedures of tracking the character and an orientation of student's development, creating favorable conditions for formation of his identity and definition of development dynamics of the child in comparison with himself, but not with others.

Integrative approach in learning foreign languages implies proportional use in the course of learning the material which is selected from students' various fields of activity (adaptation, personal and relevant, all-intellectual and professional); balanced ratio of language and speech material; complex and mutual formation of the required and feasibly achievable levels of speech readiness in four main types of speech activity.

Competence approach in learning foreign languages is aimed at achievement of certain results and acquisition of significant competences. Competences are formed in the course of activity for the sake of future professional activity. Learning process in this approach is in acquisition of knowledge, abilities, skills and experience of activity for the purpose of achieving professional and socially important competences in independent, educational and informative, social and cultural and leisure fields of activity [2].

So, experience has proven that implementing new approaches in the system of education in our country is a way of ensuring modernization and improving the quality of education.

Further, starting 2013–2014 academic years learning of foreign languages from the first classes of secondary schools on the basis of developed State Educational Standard of System of Continuing Education and programs, mainly the English language, was implemented step by step in all territory of our country. Teaching students the foreign languages in the first classes of secondary schools is conducted in the form of games and lessons of informal conversation, in the second classes — in the form of learning the alphabet, studying the grammar and reading.

Students and teachers of general secondary, vocational, professional educational institutions are provided with textbooks and educational and methodical sets on foreign languages for free and at the expense of current assets of Republican Trust Book Fund under the Ministry of Finance with observance of fixed terms of their republication.

In higher educational institutions teaching separate special objects, in particular on technical and international specialties is conducted in foreign languages.

In addition, for implementation of the tasks outlined in the President's Decree No. 1875, a Center on managing level of knowledge and foreign language skills was created as a part of the State Testing

Center under the Cabinet of Ministers. It has developed and has implemented the National Testing System of assessing the foreign languages knowledge level considering the requirements of internationally accepted standards and has organized on a paid basis the testing of applicants (including remotely: the materials necessary for applicants' independent learning and preparation for the testing were placed on the Internet) for identifying the level of knowledge and skills of foreign language with issuance of the appropriate qualification certificate based on the State template.

Besides, from 2015/2016 academic year the foreign language is entered into the block of admission examinations (testing) in all higher educational institutions.

Monthly allowances in the amount of 30% in the educational institutions located in the rural area and 15% in other educational institutions (in the presence of the qualification certificate of the State Template) are paid to foreign language teachers in addition to their base pay

Taking into account interests and hobbies of children and youth, television broadcasting of foreign language learning programs, including on the local TV channels were organized for children and teenagers; regular demonstration of popular scientific and informative programs on history and culture of other nations, development of world science and equipment, foreign feature and animated films with subtitles in Uzbek language.

Access to the international educational and informative resources for educational institutions was enhanced via the ZiyoNet network and the saturation of its resource center by multimedia resources, training applications for personal computers and mobile devices, and also the edition of educational and fiction literature, the specialized illustrated newspapers and magazines in English, opening special headings and annexes to them.

It is worth noting that the government of Uzbekistan has established a new electronic scientific and methodical journal and the "Foreign Languages in Uzbekistan" Internet portal. They are established by the Resolution of the Cabinet of Ministers No. 283 dated October 16, 2013 year [5]. Articles about achievements in the field of the theory and a technique of teaching foreign languages as well as the most interesting articles from a work experience of expert teachers are published on pages of this electronic magazine. The electronic magazine and the Internet portal cover theoretical-methodological problems of learning foreign languages, implementation results of modern innovative methods of teaching foreign languages, inform about cultural ties between the people, etc.

During April 20 to May 5, 2016, with the purpose of implementing the Resolution of the President of Uzbekistan PP-1875 and the Resolution of the Cabinet of Ministers No. 283, the editorial board of the Internet portal and the electronic scientific and methodical journal "Foreign Languages in Uzbekistan" has conducted the very first inter-institutional distance scientific-practical conference and roundtable discussion where the most pressing issues of foreign languages teaching technique in system of continuing education considering foreign countries' experience, problems of improvement of quality of education and mechanisms of its providing were discussed along with such matters as the personal oriented approach to education and learning, theoretical aspects of teaching languages, lingvodidaktika and methodology, teaching foreign-language multicultural environment, modern approaches and innovative technologies in teaching foreign languages in the system of continuing education, foreign language for special purposes (ESP) in system of continuing education, cultureological and literary knowledge in teaching foreign languages.

According to the Resolution of the President of the Republic of Uzbekistan No. PP-1971 dated May 23, 2013, "About measures on enhancing activities of the Uzbek State University of World Languages", the Republican Scientific and Practical Center of De-

veloping Innovative Techniques in Teaching Foreign Languages (further — the Center) was created under the Uzbek State University of World Languages in the form of the public educational institution [7].

The main objectives of the Center are to carry out detailed scientific researches directed to development and deployment of innovative techniques of teaching foreign languages in all types of continuing education, improvement of legal and regulating documents in the area of learning foreign languages; providing a methodical management of activities of the higher educational institutions providing training of teachers and specialists in foreign languages, other interested organizations concerning practical implementation of modern forms and teaching methods of languages, progressive pedagogical technologies of learning foreign languages; retraining and advanced training of pedagogical personnel, methodical workers and translators of foreign languages at the modern level, including with the use of remote teaching methods; implementation of monitoring of implementation of international standards in teaching foreign languages (CEFR)) in educational process, generalization of the best practice in this area and development on its basis of the corresponding recommendations and managements for the interested educational institutions; participation in forming and implementation of National System of an assessment and certification of level of knowledge, providing conditions for testing and certification of level of knowledge of foreign language of students, pedagogical personnel and other interested persons according to the international and national standards; development and deployment of interactive tutorials with the organization of remote forms of learning of foreign languages, the organization of experimental approbation among main trainers and teachers, if necessary — with participation of the international consultants developed in the country for system of lifelong education of curricula and programs, textbooks and educational and methodical complexes in foreign languages of new generation, education guidance for foreign language teachers and also participation in their

development together with other groups of authors and specialists of the corresponding type of education.

Cooperation with foreign educational institutions and embassies in the field of teaching foreign languages is also productive and effective. As a result of effective cooperation with a number of embassies, cultural centers of France, USA, Germany, Spain, the People's Republic of China, Italy, Japan, Poland, Egypt and South Korea and to accomplish projected goals outlined in the Resolution No. 1875 multiple training seminars, short-term professional development courses for foreign languages teachers working in system of continuing education, study tours for English language teachers to the leading educational institutions of Great Britain — London the Metropolitan and Norwich institute of language education were conducted.

It is worth noting that implementation process of all measures highlighted in the Decree of the President of the Republic of Uzbekistan Islam Abdughanievich Karimov " On measures to further improvement of foreign languages learning system" is continuing.

An important fact about the problem of modernization of the language education system is the position of our current President, Shavkat Miromonovich Mirziyoyev, expressed in the Decree "On the Strategy for the Further Development of the Republic of Uzbekistan in 2017–2021" dated February 7, 2017 No. 4947, which outlines the strategy for five priority areas of the development of the Republic of Uzbekistan in 2017–2021 years.

The strategy includes five priority areas, one of which is called the priority areas for the development of the social sphere. In clause 4.4. "Development of the sphere of education and science", it is noted, "… a cardinal improvement in the quality of general secondary education, an in-depth study of foreign languages, computer science, and other important and demanded subjects is necessary … " [8].

In our opinion, this strategy, "Development of the sphere of education and science," involves high-

quality education for all, the expansion of its accessibility at all levels, the creation of a system of lifelong education throughout an active human life; enhancing the innovative, creative role of education in socio-economic development, i.e. orientation of education not only on the assimilation by students of a certain amount of knowledge, but also on the development of creative abilities and personality traits, including the ability and desire to learn, the ability and desire to act, the ability and desire to explore and learn.

Thus, the innovations of the system of foreign language education, carried out in the Republic of Uzbekistan, is aimed at radically improving the system of teaching the younger generation foreign languages, training specialists who are fluent in them, creating conditions and opportunities for wide access to the achievements of world civilization and information resources, mastering the huge world intellectual wealth, the development of international cooperation and communication.

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Pratiwi Mayang,
Doctoral Candidates at the Diponegoro University,
Semarang, Central Java, Indonesia
E-mail: mayangpratiwi88@gmail.com

Larasati Endang,
Professor at the Faculty of Social and Political Science,
Diponegoro University, Semarang, Central Java, Indonesia
E-mail: larasati57@ymail.com

Suwitri Sri,
Professor at the Faculty of Social and Political Science,
Tidar University, Magelang, Central Java, Indonesia
E-mail: sri_suwitri@yahoo.co.id

Dwimawanti Ida Hayu,
Lecturer at Faculty of Social and Political Science,
Diponegoro University, Semarang, Central Java, Indonesia.
E-mail: ida2hades3@gmail.com

THESE FACTORS AFFECTING IMPLEMENTATION OF CURRICULUM POLICY 2013 REVISED 2017 AT STATE SENIOR HIGH SCHOOL 3 TANJUNG RAJA OGAN ILIR DISTRICT

Abstract. This research aims to analyze the factors that influenced the implementation of curriculum policy 2013 revised 2017 at State Senior High School 3 Tanjung Raja Ogan Ilir District. The method used in this study is a qualitative descriptive method. Data collection techniques are carried out with observations, interviews and documentation. The data analysis used in this study consists of three stages, namely data condensation, data presentation and conclusion drawing. The results applied based on theory from (Edward III [5]). This model showed that as follows: 1) Communication factors in transmission indicators and clarity include the socialization and training teachers about 2013 curriculum revision 2017 is not maximal because there are still teachers who have not received socialization and training so the essence of the 2013 curriculum revision 2017 is not fully understood; 2) Resource factors on staff indicators, information and authority have not gone well due to the lack of teachers in certain subjects (sociology), the way of teachers conveying curriculum changes is still not out of the old pattern of teaching methods. Indicators of facilities are inadequate due to the lack of biology laboratories; 3) The disposition factor in the indicator of implementing attitudes in sharing with other school groups which is the target implementation of the 2013 curriculum policy revised 2017 is not maximal because the activities in Subject Teacher Deliberations (MGMP) are only conducted once a meeting in one or two months; 4) The bureaucratic structure factor has been regulatory because the school has technical guidance in the implementation of the 2013 curriculum revised 2017.

Keywords: Policy Implementation Factors, 2013 Curriculum Revise 2017, Senior High School.

Introduction

Curriculum development that occurs in Indonesia is a learning plan that has a strategic position in the whole learning activity that will determine the process and results of an education carried out. Therefore, curriculum development must be positively implemented by reviewing and understanding its implementation in each unit of education. The government through the Ministry of Education and Culture took the decision to develop the 2013 curriculum revised 2016 into a 2013 curriculum revised 2017. The development of this curriculum aims to prepare Indonesians productive, creative, innovative, and affective and contribute to the lives of national, state and community.

Implementation of the revised 2013 curriculum policy 2017 in high schools in Ogan Ilir District began to be implemented with the issue Decree of the Director General of Primary and Secondary Education Number: 253/KEP. D/KR/2017, which contains the attachment of Senior High School names in Ogan Ilir District as the implementer of the 2013 curriculum in 2017 as follows:

Table 1. – The 2013 Curriculum Implementer revised 2017 at Senior High School

No.	NPSN	Names	District/ City	Provinces
3916	10646579	State senior high school 2 rambang kuang	Ogan ilir district	South sumatera
3917	10643830	State senior high school 1 pemulutan	Ogan ilir district	South sumatera
3918	10643837	Senior high school muhammadiyah tanjung raja	Ogan ilir district	South sumatera
3919	69854724	State senior high school 2 indralaya utara	Ogan ilir district	South sumatera
3920	10643835	Senior high school yp puncak gemilang	Ogan ilir district	South sumatera
3921	10646237	State senior high school 1 sungai pinang	Ogan ilir district	South sumatera
3922	10643817	Senior high school it raudhatul ulum	Ogan ilir district	South sumatera
3923	10647461	State senior high school 1 rantau panjang	Ogan ilir district	South sumatera
3924	10646582	State senior high school 1 pemulutan barat	Ogan ilir district	South sumatera
3925	10605915	Senior high school pgri indralaya utara	Ogan ilir district	South sumatera
3926	10643842	State senior high school 1 lubuk keliat	Ogan ilir district	South sumatera
3927	10643834	State senior high school 3 tanjung raja	Ogan ilir district	South sumatera

Source: South Sumatra Provincial Education Office, 2019

Table 1 shows that there are 12 (twelve) schools designated as implementers of the 2013 curriculum in 2017 starting from sequence number 3916 to 3927. This research is localized in Senior High School, which is in the last order, namely State Senior High School 3 Tanjung Raja. Based on the interview with the vice principal of the curriculum field that the implementation of the 2013 curriculum revised 2017 has been implemented at State Senior High School 3 Tanjung Raja as the following phrases:

"In 2017 only grade X used the 2013 curriculum revised 2016, class XI and XII are still KTSP. In one school, there are two curriculums in 2017 than the 2018/2019 school year is still the same, grades X and XI use the revised 2013 curriculum 2017, class XII remains Education Unit Level Curriculum (KTSP). The 2019/2010 school year, the curriculum used is all curriculum 2013 revision 2017" (interview on 28/08/2019)".

The statement describes that the implementation of the 2013 curriculum policy revised 2017 at State Senior High School 3 Tanjung Raja began running in the 2018/2019 school year and judging by the facilities and infrastructure including classrooms, libraries, physics laboratories, computer laboratories, sports fields, SS rooms, student rooms, Counseling Guid-

ance Rooms and Mosque has supported the learning process. However, all of this is inseparable from obstacles in the learning process such as the teacher's lack of understanding of the essence of the curriculum, which causes difficulties in its application in schools. This is in accordance with the results of research conducted by (Rahayu & Qodir [9]) on the implementation of the 2013 curriculum policy on high school teachers in Kebumen Regency as follows:

"… Human resources indicators (staff) can be said to be not optimal. This is because there are still many teachers who find it difficult to implement the 2013 curriculum" (Rahayu [9]).

One of the factors in the successful implementation of curriculum policy is resources. Furthermore, (Edward III [5]) also offered and considered three other factors that influenced the implementation of policies such as communication, disposition and bureaucratic structure. Based on the background outlined, this study aims to analyze the factors that influenced the policy implementation of the 2013 curriculum revised 2017 at State Senior High School 3 Tanjung Raja Ogan Ilir District using four approaches from (Edward III [5]).

Theoretical framework

Public Policy Implementation

Public policy has many theoretical understandings according to experts such as (Gerston [7]) defined that public policy is an attempt by government officials at every level of government to solve public problems. Furthermore, (Dunn [4]) defined public policy as a complex pattern of inter-dependent collective choice, conducted by government agencies and institutions. The stages of public policy are the stage of agenda preparation, the policy formulation stage, the policy adoption stage, the policy implementation stage and the policy evaluation stage (Dunn [4]; Winarno [17])"title":"Pengantar Analisis Kebijakan Publik edisi kedua","type":"book"},"uris":["http://www.mendeley.com/documents/?uuid=f25f1e96–2b3a-41ea-b32d-34f97f654fe9"]},{"id":"ITEM-2","itemData":{"IS

BN":"0301–5661 (Print. This research focuses on the stage of policy implementation.

According to (Van Meter & Van Horn [15]) which facilitates an organization of the policy literature (see Figure 1, policy implementation was actions taken by either individuals or governmental as well as private officials or groups directed at achieving the goals outlined in policy decisions (Agustino [1]). Based on that definition, it can be understood that a process that is not static (dynamic) in which the implementer of the policy performs an activity so that it will eventually obtain results in accordance with the policy objectives.

The success of a policy implementation can be measured from the process and the achievement of the result goal *(output)* that is achieved or not the goal that wants to be achieved. Similarly, (Tangkilisan [14]) explained that there are three main activities that are most important in the policies implementation namely interpretation, organization and implementation. Then according to (Abidin [1]) explained that the implementation of a policy related to two main factors namely: 1) internal factors include policies to be implemented and supporting factors; 2) external factors covering environmental conditions and related parties. (Abidin [1]) further explained that policy implementation in general tends to lead to a centralistic approach (from top to bottom) so that not all policies are successfully implemented perfectly because it concerns real conditions that often change and are difficult to predict.

Factors Affecting Policy Implementation

According to (Edward III [5]), the factors that influenced the implementation of the policy were *Communication, Resources, Disposition and Bureaucratic Structure*. The four factors of this policy implementation related to each other means that the absence of one factor then the other three factors will be affected and influence the weak implementation of public policy.

a. Communication

According to (Agustino [1]), communication was one of the important variables that influence

the implementation of public policy, communication greatly determines the successful achievement of the objectives of the public policy implementation. Three indicators that can be used in measuring the success of communication variables (Agustino [1]; Edward III [5]) were as follows:

1) Transmission

The distribution of good communication will be able to produce a good implementation as well, often there are problems in the distribution of communication that is a misunderstanding caused by the many levels of bureaucracy that must be passed in the communication process so that what is expected is distorted in the middle of the road.

2) Clarity

The communication received by the policy implementer must be clear and does not confusing or ambiguous.

3) Consistency

Orders given in the execution of a communication must be consistent and clear to be established or executed. If the order that is given changes then it can cause confusion for the executor in the field.

4) Resources

(Agustino [1]; Edward III [5]) explained that resources are important in policy implementation. The indicators used to see the extent to which resources affect policy implementation are as follows:

1) Staff

The main resources in policy implementation are staff or employees. Insufficient or incompetent staff in their field cause frequent failures in policy implementation.

2) Information

In the implementation of the policy, the information has two forms that are information related to how to implement policies and information on compliance data from the implementers to the government regulations and regulations that have been established.

3) Authority

Authority is legitimacy for executors in carrying out politically defined policies. When authority does not exist, the power of implementers in the public eye is not legitimized to the implementation of public policy.

4) Facility

Physical facilities are an important factor in policy implementation. Implementers may have sufficient staff, capillary and competent but in the absence of supporting facilities such as facilities and infrastructure, the implementation of the policy will not work.

5) Dispositions

The factors of concern to (Agustino [1]; Edward III [5]) regarding the disposition in policy implementation consisted of as follows:

a) Bureaucratic Appointment

The disposition or attitude of the executor will pose real obstacles to the policy implementation if the existing personnel do not implement the policies desired by the top officials therefore, the appointment and selection of policy implementing personnel must be people who have dedication to the established policy.

b) Incentive

Incentives are one of the recommended techniques to address the problem of policy makers' attitudes by manipulating incentives. People move on their own behalf, so manipulating incentives by policymakers to influence the actions of policymakers by adding certain profits or costs will be the driving factor that makes the executors executes orders properly. This is done in an effort to fulfill personal or organizational interests.

5) Bureaucracy Structure

The bureaucratic structure is the organizational order that governs the working guidelines and the description of the responsibility area of each policy enforcement apparatus. According to (Edward III [5]; Winarno [17])"author":[{"dropping-particle":"","family":"Edward III","given":"George C","non-dropping-particle":"","parse-names": false,"suffix":""}],"container-title":"Literary and Linguistic Computing","id":"ITEM-1","issued":{"date-parts":[["1984"]]},"title":"Public Policy Implementing","type":"article"},"uris":["http://www.men-

deley.com/documents/?uuid=31c34322–58f7–4003–9d63–3dd36d57a41e"]},{"id":"ITEM-2","itemData":{"ISBN":"0301–5661 (Print there are two main characteristics of bureaucracy namely *Standard Operational Procedure* (SOP) and Fragmentation.

1) Standard Operational Procedure (SOP)

One aspect of the bureaucratic structure is the SOP. It function is a guideline for implementers to act in carrying out their basic tasks and functions.

2) Fragmentation

(Edward III [5]) stated that fragmentation was the dissemination of the responsibility of a policy to several different bodies requiring coordination (Winarno [16]) and approximately 25%null35% of the adult population is obese in some countries. The excess of body fat is associated with adverse health consequences. Considering the limited efficacy of diet and exercise in the current obese population and the use of bariatric surgery only for morbid obesity, it appears that drug therapy is the only available method to address the problem on a large scale. Currently, pharmacological obesity treatment options are limited. However, new antiobesity drugs acting through central nervous system pathways or the peripheral adiposity signals and gastrointestinal tract are under clinical development. One of the most promising approaches is the use of peptides that influence the peripheral satiety signals and brainnullgut axis such as GLP-1 analogs. However, considering that any antiobesity drug may affect one or several of the systems that control food intake and energy expenditure, it is unlikely that a single pharmacological agent will be effective as a striking obesity treatment. Thus, future strategies to treat obesity will need to be directed at sustainable weight loss to ensure maximal safety. This strategy will probably require the coadministration of medications that act through different mechanisms."

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2013 Curriculum Revised 2017

The changing of the 2013 curriculum revised 2017 require teachers to develop learning by integrating four things, namely Character Education Strengthening (PPK), Literacy, 21st Century Skills (4C) and *Higher Order Thinking Skills* (HOTS) that require the creativity of teachers in their crafting (Fernandes [6]).

Strengthening Character Education (PPK) needs to be integrated in learning especially to deepen, expand and at the same time align various character education programs and activities that have been implemented until now. According to (Fernandes [6]), the integration of PPK in learning is emphasized on the formation of five characters namely religious, nationalist, independent, communal group as well as integrity.

The integration of literacy in the context of the School Literacy Movement (GLS) is the ability of students to access, understand, and use things intelligently through various activities, namely reading, writing, and speaking. GLS is a comprehensive effort to make schools a learning organization whose citizens are literate throughout life through public engagement. Literacy is more than just reading and writing but includes thinking skills by using learning resources and knowledge in the form of print, visual, digital and auditory. (Darise [3]) khususnya teknologi informasi telah mewarnai revolusi industri 4.0 sehingga mendorong perubahan kebutuhan dan perkembangan masyarakat dalam bidang kehidupan, termasuk pendidikan. Hal ini merupakan salah satu pemicu perlunya dilakukan revisi terhadap kurikulum 2013 sebagai antisipasi perkembangan dan kebutuhan abad 21. Kurikulum 2013 Revisi merupakan wujud penyempurnaan kurikulum yang berbasis karakter sekaligus berbasis kompetensi. Dalam implementasinya, kurikulum 2013 Revisi menuntut guru untuk mengembangkan pembelajaran dengan mengintegrasikan empat hal penting,

yaitu Penguatan Pendidikan Karakter (PPK described literacy into five terms namely:

1) *Basic Literacy*
2) *Library Literacy*
3) *Media Literacy*
4) *Technology Literacy*
5) *Visual Literacy*

21st Century Skills Integration is covering 4C (*Communication, Collaboration, Critical Thinking, Problem Solving, Creativity* and *Innovation*). This is what 2013 curriculum really wants to do with not just material transfer, but the formation of 4C. Some experts explain that the importance of mastery of 4C as a means of success, especially in the 21st Century. The century was marked by the acceleration development of science, technology and art. Mastery of 21st century skills in learning is very important because 4C capability is a type of soft skill that in daily implementation is much more beneficial than just hard skill mastery. HOTS (*Higher Order of Thinking Skill*) are a critical, logical, reflective, metacognitive and creative thinking capability that is a high level of thinking ability (Rusman [10]).

Research method

Research Classification

The type of research used is qualitative research with a descriptive approach. According to (Moleong [8]) explained that qualitative methods as research procedures that produce descriptive data in the form of written or oral words from people and behaviors are observed.

Research Time and Location

This research was conducted at State Senior High School 3 Tanjung Raja, which is located in Ulak Kerbau Baru Village Rt.2 Tanjung Raja Sub-District Ogan Ilir District. The Implementation of research execute from July to September 2019.

Data Collection

According to (Sugiyono [13]), data collection technique was a major step in research because the main purpose in research is to obtain data. The data collection techniques used in this study is observation, interview and documentation.

Informant Determination

Informants are people who actually know and or engage directly with the focus of the problem so that researchers can summarize important information in the focus of the study (Sugiyono [12]). The informants in this study were selected *purposively*, namely Educational Quality Assurance Institution (LPMP) (Staff for PMP field or Education Quality Mapping) related to training and mentoring curriculum 2013 revision 2017. The informants consist of The Headmaster of Senior High School field, Head of Curriculum Section, Coordinator of Supervisory Ogan Ilir District at the Education Office of South Sumatra Province, Head of State Senior High School 3 Tanjung Raja and its ranks (TU, School Operator). These are who can help provide information related to the implementation of curriculum policy 2013 revised 2017, grade X, XI and XII teachers at State Senior High School 3 Tanjung Raja were directly involved in the policy implementation of the 2013 curriculum revised 2017. Furthermore, the determination of informants in this study is also done *snowball* where in certain situations, the number of subjects involved increases because the subject or informant of the pre-determined study does not provide in-depth information or in certain situations does not allow researchers to be able to access on the source, location or subject to be studied. The informant in *snowball* research is IK (District Instructor) Curriculum 2013.

Data Analysis

The data analysis in the study was conducted according theory from (B. Miles, Huberman, & Saldana [2]) models. Activities in data analysis are data condensation, data presentation and withdrawal of conclusions (Sugiyono [12]). The first step, data condensation is to organize data, read, create memos, describe, and perform data based on the focus of research, namely factors that influence the policy implementation of curriculum 2013 revised 2017 at State Senior High School 3 Tanjung Raja Ogan Ilir District. Step two, presenting data in the form of briefs, photos and the like. Step three, draw conclusions from the

data that has been collected by understanding in depth and taking the core of the study results.

Data Validity

The validity of the data in this study was done with triangulation techniques. According to (Sugiyono [11]) stated that triangulation technique is a data collection technique that combines various existing techniques and existing data sources.

Research object description

1. Overview of Research Location

State Senior High School 3 Tanjung Raja is located on Jalan Raya Lintas Timur Desa Ulak Ker-

bau Baru Tanjung Raja District Ogan Ilir South Sumatra Province. The school was established in 2007 in State Elementary School 1 Ulak Kerbau Baru Building and has undergone two building improvements in 2009 and 2012 so that the condition of this school is good enough despite the lack of classrooms for student learning activities. From 2013 to 2014, the school moved to Islamic Junior High School known as Madrasah Ibtidaiyah Ulak Kerbau Baru village and in 2015 has had its own building inaugurated by the Regent of Ogan Ilir precisely on August 1, 2015.

Main Gate

New Senior High School building
that stands in 2015

Figure 1. State Senior High School 3 Tanjung Raja

Source: Researcher in August 1, 2019

Figure 1 shows that the geographical location of State Senior High School 3 Tanjung Raja can be said to be strategic because the building that surrounds the school is a public housing building. The atmosphere and condition of this high school is relatively conducive and comfortable for the implementation

of a good teaching learning process. The school environment looks beautiful with a spacious schoolyard as well as plants that add to the beauty of the school.

The teachers or teachers of State Senior High School 3 Tanjung Raja currently number 31 people. Teacher details can be found in the following table:

Table 2. – The Teacher Condition of State Senior High School 3 Tanjung Raja

No	Employee Status	Male	Female	Amount
1.	Civil Servant	5	18	23
2.	Honor Regional Teacher Level II of Ogan Ilir District	2	–	2
3.	Honor School Teachers	2	4	6
	Amount	9	22	31

Source: Administrative Staff of State Senior High School 3 Tanjung Raja

Table 1 shows that the total number of teachers is 23 people who are civil servants, 2 teachers honor grade II of Ogan Ilir District and 6 teachers honor schools. The data also showed that the teachers of State Senior High School 3 Tanjung Raja had more female teachers of 22 while male teachers were 9 people.

Administrative personnel or administrative staffs at State Senior High School Tanjung Raja have 5 people who are permanent/honor employees. Furthermore, students or students number 390, namely class X numbering 141 students, class XI numbering 142 students and CLASS XII numbering 107 students.

The school, which has been established since 2007, has a vision of "Academic achievement and noble morality" as an indicator of achievement of final test scores rising above the national minimum standard average or increasing final exam scores. This skilled classified into communicating daily using English, skilled at operating a computer, mastering at least one of the sports or arts, having extensive religious knowledge and skilled at reading the Qur'an. Furthermore, the mission of this high school is to carry out effective learning, carry out continuous learning evaluations in the form of monthly reports, complement learning facilities, encourage students to increase motivation and sporting achievement through the coaching of the exclusive, improve artistic achievement through art workshops and foster the delusion of religious teachings embraced.

2. Curriculum Policy 2013 Revision 2017 in Senior High School

Policy Implementation of curriculum 2013 revised 2017 in various schools began to be implemented with the issue decree of the Director General of Primary and Secondary Education Number: 253/KEP. D/KR/2017 dated 07 April 2017. In the decision, one of the schools set to implement the 2013 curriculum in 2017 is State Senior High School 3 Tanjung Raja Ogan Ilir District.

Result And Discussion

Description Factors that is affecting Curriculum Policy Implementation 2013 Revised 2017 at State Senior High School 3 Tanjung Raja Ogan Ilir District

This research uses a model put forward by (Edward III [5]) that offers and considers factors in implementing public policy namely communication, resources, disposition and bureaucratic structure.

a. Communication

Good communication in (Edward III [5]) consisted of transmission, clarity and consistency. First, the discussion of transmission in question concerning the distribution of communication conducted by the Education Office of South Sumatra Province and Education Quality Assurance Institutions (LPMP) of South Sumatra Province in the form of socialization and technical guidance training curriculum 2013 in 2017 for the teachers at State Senior High School 3 Tanjung Raja. Second, discussions on clarity include methods used in socialization and training as well as the content of the revised 2013 curriculum policy and objectives. Third, the discussion of consistency includes the sustainability of communication intensity in the implementation of socialization as well as training of the 2013 curriculum revised 2017 in the field.

1) Transmission

At the socialization stage, the Education Office of South Sumatra Province is represented by the co-

ordinator of the school superintendent in Ogan Ilir District has given socialization about the 2013 curriculum revised 2017 at State Senior High School 3 Tanjung Raja but not detailed explanation or in other words in general just presented about the curriculum changes. This is supported by the reality and data that socialization is done in small meetings in schools. Furthermore, other parties who played a role in the 2013 curriculum training revised 2017 with technical guidance activities held by Education Quality Assurance Institutions (LPMP) of South Sumatra Province whose implementation has not been evenly distributed to all teachers. This is supported by observations, interviews and documentation showing that there are still teachers at State Senior High School 3 Tanjung Raja who have not received a call to participate in the technical guidance activities.

2) Clarity

The results show the first, the method used in socialization of the Education Office of South Sumatra Province represented by the supervisory coordinator of Ogan Ilir District at State Senior High School 3 Tanjung Raja namely the method of speaking in a meeting in the School. Furthermore, the technical guidance method of Education Quality Assurance Institutions (LPMP) of South Sumatra Province presented by Curriculum Instructor 2013 is the method of lectures, audio visuals, discussion and practice of teaching (*peer teaching*). This supported from the results of interviews from the executors and matched with information from the source. Second, there are still teachers who do not know and understand the content policy of the 2013 curriculum revised 2017 and its objectives because they have not received a technical guidance call, have not participated in the teacher deliberation forum of the subjects. This is supported by data i.e. explanations from informants.

3) Consistency

Socialization cannot only be done once but there must be continuity of mentoring done. The results of research at State Senior High School 3 Tanjung Raja on the intensity of communication conducted by the

Education Office represented by the supervisory coordinator have not gone well. This is supported by data showing that socialization is only done with one meeting in a meeting. Other parties that have a role in the training or implementation of technical guidance curriculum 2013 revised 2017 namely Education Quality Assurance Institutions (LPMP) of South Sumatra Province. Where the documentation results show that the implementation of technical guidance activities for target teachers with the intensity of 6 (six) days from May 19, 2017 to May 24, 2017 in TPK (Place of Implementing Activities) chosen by LPMP namely State Senior High School 3 Tanjung Raja followed by teachers from several target schools. The technical guidance, there is sustainability that is the implementation of the 2013 curriculum implementation in 2017 in other target schools.

b. Resources

The resources according to theory from (Edward III [5]) consisted of four indicators namely staff, information, authority and facilities. First, the staff discussion includes the level of teacher education and the teacher's understanding of the objectives and application program in the 2013 curriculum revised 2017. Second, the discussion of information includes teacher methods in conveying curriculum changes to students. Third, the discussion of authority includes constraints in the delivery of curriculum changes. Fourth, the discussion of facilities includes funding sources that support the implementation of the 2013 curriculum revised 2017 as well as facilities and infrastructure.

1) Staff

The results showed that First; the level of teacher education is uncoordinated with the *basic* education. This is supported by data that there are still teachers who are not linear with the field such as teachers who teach sociology subjects, the basic education is geography. This is because since the beginning of the school established until now, this subject has not been civil servant teachers placed by the government specifically sociology subjects so the school took the initiative of recruiting honorees but has not found a

linear one with the required subjects. Second, the results of research on teacher understanding of the objectives and curriculum program 2013 revised 2017 are not in accordance with regulations. This is supported by data that the average teacher knows the policy of 2013-curriculum revised 2017 but the understanding of the essence of the curriculum is still in the process even there are teachers who do not know and understand about this revised curriculum because they have not received training.

2) Information

The teacher's method of delivering curriculum changes regarding strengthening character education, literacy, 21st century skills and HOTS (Higher Order Thinking Skill). to students is not regulatory. This is supported by data that some teachers still use the old method of lectures in the delivery of the 2013 curriculum revised 2017.

3) Authority

The Implementer whose have authority in implementing the 2013 curriculum revision 2017 in the School namely teachers. The results show that the delivery of curriculum changes was not regulatory. This is supported by data that the way of teaching activity is still not out of the old pattern then the delivery of curriculum by teachers. This is also has constraints such as language where HOTS (Higher Order Thinking Skill) learning is more using formal or official language namely Indonesian Language but students are still accustomed to using the local language so that teachers have to repeat the explanation of the subject matter with the language that students understand. Another obstacle is that students are still familiar with learning on the old curriculum where teachers are more active.

4) Facilities

The results show that First; there are funds that support the implementation of the 2013 curriculum revised 2017 in schools. This is supported by data that teachers are given permission and transport to participate in activities outside the school namely MGMP (Teacher Deliberation subjects).

Other facilities include the creation of learning devices including syllabuses, learning implementation plans where the school provides computers, printers, paper and ink that all teachers can use in implementing the revised 2013 curriculum-learning tool 2017. Second, the average teacher knows the source of funds to support the implementation of the 2013 curriculum revised 2017, namely BOS fund (School Operational Assistance). This is supported by the reality that the procurement of office stationaries such as textbooks curriculum lessons 2013 revised 2017 from BOS funds. Third, the facilities provided by the government in supporting the implementation of the 2013 curriculum revised 2017 are inadequate. This is supported by the reality and data that natural science laboratory owned is physics laboratory while chemical laboratory is still in the process of development and new biology laboratory in the proposal stage to the central government.

c. Dispossess

The disposition according theory from (Edward III [5]) consisted of bureaucratic and intensive appointments.

1) Bureaucratic Appointment

The results shows that First, the school's determination of the 2013 curriculum revised 2017 aims was not up to standard. This is supported by the reality and data that there are still laboratories that have not been seen physically. It is such as chemical laboratories because of the new development process and biology laboratories that are still in the process of proposal and accreditation of schools that still have a grade B. Secondly, the intensity of sharing with other groups of educational units that are the target implementation policy of the 2013 curriculum revised 2017. It is carried out only once in training and often done in MGMP (Teacher Deliberation subjects) whose intensity of study is done only once a month or once a month. This is supported by the information provided by the teachers.

2) Intensive

Teacher certification is one of the efforts made by the government to improve the quality and welfare

of teachers and serve to improve the dignity and role of teachers as learning agents. With the implementation of teacher certification, it is expected to have a positive impact on improving the quality of learning and the quality of education on an ongoing basis. The results show that there are already 18 (eighteen) teachers out of 31 (thirty-one) total teachers in State Senior High School 3 Tanjung Raja who have certified educators in accordance with their scientific field.

d. Bureaucratic Structure

The bureaucratic structure according theory from (Edward III, 1984) consisted of standard operational procedure (SOP) and fragmentation indicators.

1) Standard Operational Procedure (SOP)

The results show that the school already has a SOP of 2013 curriculum revised 2017-called "document 1". This is supported by data in the form of documentation of SOP copy of curriculum 2013 revision 2017, which describes the explanation of the curriculum policy foundation. It is namely Regulation of the Minister of Education and Culture No. 20, 21, 22, 23 and 24 of 2016 on Competency Standards Graduates (SKL), content standards, assessment, process and determination of core competencies and basis competencies. Furthermore, the explanations of the objectives are principles of curriculum development as well as the assessment system in the 2013 curriculum revision 2017.

2) Fragmentation

The results show that schools had guidelines on the primary duties of teachers in learning and counseling guidance outlined in detail in each field. This is supported by documentation data copy of the principal's decision letter regarding the division of teacher duties. Before the decree is shared, information obtained from the informant that always held a meeting before the first day of the new school year and Basic Tasks and Functions has been carried out in accordance with Standard Operating Procedure.

Conclusion

The factors that influenced the policy implementation of the 2013 curriculum revised 2017 at State Senior High School 3 Tanjung Raja Ogan Ilir District based on these four approaches from (Edward III [5]). It shows that the factors that hinder the implementation of curriculum policy are communication factors on transmission indicators and clarity including socialization and teacher training on the 2013-curriculum revision 2017 is not maximal. It is because there are still teachers who have not received socialization and training so the essence of the 2013 curriculum revision 2017 is not yet fully understood, resource factors in staff indicators, information and authority have not gone well. The lack of teachers in certain subjects, the way teachers in conveying curriculum changes is still not out of the old pattern of lecture methods. Indicators of facilities such as facilities are inadequate due to the lack of biological laboratories. Then the disposition factor in the indicator attitude of the implementer in sharing with other groups of educational units that is the policy implementation target of the 2013 curriculum revised 2017 is not maximal because the activity is only done once a meeting in one or two months.

The Factors supporting the implementation of curriculum policy are communication factors in consistency indicators including the sustainability of technical guidance organized by Education Quality Assurance Institutions (LPMP) in South Sumatra province. In the form of assistance activities of the implementation of the 2013 curriculum in schools, resource factors in the facility indicators in the form of School Operational Assistance (BOS) funds are a source of funds that help procurement of textbooks curriculum 2013 revision 2017 in schools. The disposition factors in incentive indicators i.e. some teachers have certified educators and bureaucratic structure factors in which schools have had a technical guidance in the implementation of the 2013 curriculum 2017 revisions.

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Normuratova Valentina Ivanovna,
Candidate of Pedagogical Sciences,
Associate Professor of Uzbekistan State University
world languages.
E-mail: normuratova_v@mail.ru

PROFESSIONAL-ORIENTED VOCABULARY TRAINING

Abstract. The article is devoted to typology of the foreign professionally-oriented vocabulary in Methodology of teaching English for specific purposes. Special groups of topic words are pointed out due to the linguistic and extra linguistic difficulties they may cause with some samples of tasks for effective developing linguistic competence.

Keywords: Methodology of teaching English for specific purposes, professionally-oriented vocabulary, typology, linguistic difficulties, extra linguistic difficulties, foreign language, legal genre, law discourse.

ОБУЧЕНИЕ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ЛЕКСИКЕ

Нормуратова Валентина Ивановна,
кандидат педагогических наук,
доцент Узбекистанского государственного
университета мировых языков.
E-mail: normuratova_v@mail.ru

Аннотация. Статья посвящена особенностям типологии иноязычной профессионально-ориентированной лексики в методике обучения английскому языку для специальных целей. На примере юридического жанра выделены специальные группы лексики, представляющие лингвистические и экстралингвистические трудности с примерами упражнений и заданий для развития лексической компетенции.

Ключевые слова: методика обучения английскому языку для специальных целей, юридическая лексика, типология трудностей, лингвистические трудности, экстралингвистические трудности, иностранный язык, юридический дискурс, юридический жанр.

Подготовка компетентных, конкурентно способных и высоко квалифицированных специалистов со знанием иностранных языков одна из приоритетных задач системы непрерывного образования Республики Узбекистан. С 2012 года в стране реализовываются непрерывные реформы с целью совершенствования системы обучения иностранным языкам. [1] Особое внимание уделяется совершенствованию учебных программ, литературы и методики преподавания иностранных языков для специальных целей. Коммуникативный, компетентностный, интегрированный и личностно-ориентированный подходы являются основными ориентирами в этом процессе.

В Государственном образовательном стандарте по иностранным языкам в нашей стране «формирование коммуникативной компетенции обучающихся для функционирования в поликультурном мире» в различных сферах жизнедеятельности определено основной целью обучения иностранным языкам. [2] Лексическая компетенция является одной из важнейшей составляющей коммуникативной компетенции и поэтому ее формированию, развитию и совершенствованию уделяется большое внимание на всех этапах обучения как в языковых так в неязыковых вузах. В данной статье мы рассмотрим особенности типологии профессионально-ориентированной лексики юридического дискурса.

А. Н. Шамов считает, что «лексическая компетенция — это основанная на лексических знаниях, навыках, умениях, а также личном языковом и речевом опыте способность человека определять контекстуальное значение слова, сравнивать объем его значения в двух языках, понимать структуру значения слова и выделять специфически национальное в значении слова.» [3]) Данное определение лексической компетенции одновременно охватывает лингвистические и экстралингвистические характеристики лексической единицы. Принцип влияния родного языка на изучение иностранного языка (интерференция, транспозиция) играет важную роль при обучении лексике так как помогает выявлению трудностей усвоения конкретной лексики. [4] Типология лексики на основе языковых (форма слова, значение, употребление, коллокация) и неязыковых (длина слова, социокультурные различия) трудностей является важной для разработки коррелятивных упражнений и заданий для совершенствования лексической компетенции.

Беря во внимание лингвистические, экстралингвистические трудности усвоения юридической лексики, основанные на принципе интерференции нами выделяются следующие группы слов, представляющих трудности их усвоения:

Группа 1. Общеупотребительная лексика с высокой частотой употребления, которая по мере усвоения переходит в разряд технической лексики в юридическом жанре: fine, case, hearing, custom;

Группа 2. Общеупотребительная лексика с высокой частотой употребления, характерная для юридического жанра: to commit (crime), to break (law), to bring (charges), to take (into custody), to come (into effect), to enter (a judgment);

Группа 3. Незнакомая техническая лексика, общая для всех видов юридического права, жанра, дискурса: right, law, judge, prison, lawyer, jurisdiction, party;

Группа 4. Многозначная техническая лексика, имеющая специфические значения в зависимости от вида права, жанра: defendant — ответчик в гражданском праве и обвиняемый, подозреваемый, подсудимый в уголовном праве; offence — в гражданском праве — правонарушение, в уголовном праве — преступление.

Группа 5. Незнакомая техническая лексика, выражающая ключевые понятия для определённого вида юридического жанра: гражданский процесс — complaint, plaintiff, (co)defendant, (cross) claim, (cross) claimant, pleading, opening statements, ((re)direct, (re)cross)) examination, (directed) verdict, rebuttal, rejoinder, closing argument, charge to jury, judgment, post-trial motions;

Группа 6. Латинские термины с высокой частотой употребления — de jure, de facto, mala in se, mala prohibita, corpus delicti;

Группа 7. Служебная лексика, указывающая на формальные признаки юридического жанра: thereto, thereafter, hereby, hereafter, under the law, in accordance with;

Группа 8. Юридическая лексика, отражающая социокультурные и страноведческие особенности юридического английского языка: misdemeanors — constitute a minor class of offences that are punishable by a fine or imprisonment for up to one year in the USA; felony — is any crime that is

punishable by death or imprisonment for more than one year in the USA.

Каждая группа слов, в представленной нами типологии для её эффективного усвоения требует дифференцированного подхода, который осуществляется на основе специально разработанных упражнений.

На примере лексики Группы 1 приводится методика работы по преодолению лексических трудностей при чтении аутентичных юридических текстов.

Так, Группа 1 включает общеупотребительную лексику с высокой частотой употребления, которая переходит в разряд технической лексики в юридическом жанре: fine — штраф, bench — судья, case — дело, suit –иск, судебный процесс. Цель выделения этой группы слов состоит в преодолении трудностей, возникающих при прослушивании и чтении юридических текстов, в которых встречаются ранее известные студентам общеупотребительные слова, переходящие в специальную (техническую) лексику. Основная трудность этой группы слов состоит в том, что студенты не всегда могут различить, какое из значений необходимо выбрать; кроме того, очень часто в одном и том же тексте данная лексика присутствует как в общеупотребительном, так и в техническом значении. Преодоление такого рода трудностей необходимо проводить на основе учёта жанровой денотативности. Под жанровой денотативностью имеются ввиду профессионально-ориентированные словарные статьи. Специальные задания на сопоставление значений слов, предлагаемых в общеупотребительных и специализированных глоссариях или словарях, помогут студентам не только в правильном выборе словаря, но и адекватном фокусировании на жанровой денотации слова. Критерий жанровой денотативности требует от преподавателя компетентности в языке специальности как на языковом, так и на профессиональном уровне. Преподаватель должен

разбираться в тематических, жанровых и дискурсивных особенностях языка специальности. К тематическим особенностям относятся названия дисциплин, определяемые учебным планом вуза как предметы по специальности. Жанровые особенности определяются разновидностью дискурсов языка специальности, которые классифицируются с учетом лингвистических особенностей юридических дискурсов. Дискурс это устный или письменный текст, например, тексты законов, контрактов, сертификатов, судебных решений, протоколов и т.д. Если преподаватель будет учитывать лексические особенности изучаемого дискурса, то у студентов разовьётся ассоциативное мышление, связанное с пониманием лингвистических феноменов (однозначность, многозначность, конкретность, абстрактность, этимология, омонимичность и т.д.).

Для усвоения лексики Группы 1 необходимы специальные предтекстовые, притекстовые и послетекстовые упражнения. Виды упражнений для каждого отдельного дискурса выбираются в зависимости от степени имеющихся в нём трудностей. В первой группе слов можно выделить 3 степени трудностей: высокая, средняя и низкая.

Высокую степень трудности Группы 1 представляет собой общеупотребительная лексика с высокой частотой употребления, которая переходит в разряд технической лексики в юридическом жанре и имеет в самом жанре несколько самостоятельных значений, например, charge, suit.

К средней степени трудности относим общеупотребительную лексику с высокой частотой употребления, которая переходит в разряд технической лексики в юридическом жанре, но трудно ассоциируется с контекстом, например, good law — действующее право, invalid reason — незаконное основание.

К низкой степени трудности относится общеупотребительная лексика с высокой частотой употребления, которая переходит в разряд техни-

ческой лексики в юридическом жанре и требует особого внимания ввиду графических или слово-образовательных особенностей, характерных для данного жанра, например, lawsuit, suitor.

Данная статья не исчерпывает все проблемы обучения профессионально-ориентированной лексике, а только показывает некоторые преимущества проведения типологии лексики по специальности с учетом лингвистических и экстра-лингвистических трудностей и учета жанровой и дискурсивной специфики для развития лексической компетенции.

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Fayzullaeva Nilufar,
Candidate of Pedagogical Sciences, Associate Professor,
Tashkent State Economic University, Tashkent, Uzbekistan
E-mail: nilufarfs@yahoo.com

ACTIVATING THE PROCESS OF STUDYING ECONOMIC CONCEPTS IN THE FORMATION OF ECONOMIC COMPETENCIES

Abstract. The article examines the relevance of the problem of the formation of economic competencies of students in the assimilation of economic concepts. Various approaches to training are substantiated that develop the professional culture of students. The basic techniques and methods of concept formation, which are the methodological basis of the research, are revealed. The methods of consolidating the assimilation of knowledge are described. To assess the development of economic competencies, the author proposes the content of the above criteria.

Keywords: educational process, economic competence, learning efficiency, method of teaching, teaching methods, economic education.

Файзуллаева Нилуфар Садуллаевна
Ташкентский государственный экономический университет
доцент кафедры «Профессиональное образование (экономика)»
E-mail: nilufarfs@yahoo.com

АКТИВИЗАЦИЯ ПРОЦЕССА ИЗУЧЕНИЯ ЭКОНОМИЧЕСКИХ ПОНЯТИЙ ПРИ ФОРМИРОВАНИИ ЭКОНОМИЧЕСКИХ КОМПЕТЕНЦИЙ

Аннотация. В статье рассматривается актуальность проблемы формирования экономических компетенций студентов при усвоении экономических понятий. Обосновываются различные подходы к обучению, развивающие профессиональную культуру обучающихся. Раскрываются основные приёмы и методы формирования основных понятий, являющихся методологической основой исследования. Описываются приёмы закрепления усвоения знаний. Автором для оценки развития экономических компетенций предлагается содержательное наполнение приведенных критериев.

Ключевые слова: образовательный процесс, экономические компетенции, эффективность обучения, методика преподавания, методы преподавания, экономическое образование.

Введение. Проблемы общественного развития, рост объёма информации, повышение требований студенческой аудитории, реформирование системы образования — всё это обязывает преподавателей систематически совершенствовать своё педагогическое мастерство. Не секрет, что эффективность образовательного процесса во многом определяется методикой преподавания. Широ-

кое использование активных методов и переход на тестовый контроль за усвоением студентами предметов формально снижает роль преподавателя в процессе обучения. Между тем уровень подготовки и эффективность обучения находятся в прямой зависимости от взаимодействия звена преподаватель-студент. В учебном процессе обе стороны должны играть творческую роль.

Постановка задачи. Методика преподавания должна обеспечить преподавателей совокупностью приёмов, с помощью которых можно довести до студента теоретическое содержание изучаемой науки и сформировать необходимые умения и навыки использования этих знаний в профессиональной деятельности и в жизни. Различные методы и формы обучения позволяют включить в учебный процесс научные знания, расширяющие кругозор учащихся, развивающие их профессиональную культуру, умение формировать определенный подход к оценке событий и явлений экономической и общественной жизни.

Методология и методика исследования. Различные подходы к обучению и его модели дают возможность преподавателям анализировать учебный процесс с разных сторон, выбирать и включать в процесс преподавания самые разнообразные методы, опираясь на цели обучения, свои личностные характеристики, опыт, свою оценку событий и явлений окружающей действительности, мотивацию и другие особенности.

Владение методическими знаниями обеспечивает результативную профессиональную деятельность педагога. Они тесно связаны с приемами и методами этой деятельности, а также с индивидуально-типологическими особенностями педагога, уровнем его компетентности, жизненным и педагогическим опытом и интуицией. Характеризуя эти основы, можно констатировать, что выбор методики должен вытекать из самой сущности учебной дисциплины. При собственной активности и проявления творчества педагог должен придерживаться важнейших требований,

которые определяют содержание, организацию и методику преподавания определенной дисциплины. Кроме общих дидактических принципов педагогу необходимо знать специфические принципы преподавания экономических дисциплин. К ним относятся:

1. Принцип учёта жизненного опыта и наличия экономических знаний у студента. В соответствии с этим принципом преподавание экономических дисциплин следует проводить дифференцированно.

2. Принцип постоянной личностной вовлеченности студента в учебный процесс. Этот принцип определяется тем, что студент постоянно соотносит содержание учебных занятий и знания, полученные из других источников с представлениями о собственном профессиональном развитии.

3. Принцип включения содержания изучаемой дисциплины в социальную ситуацию личностного развития студента. Задача преподавателя в процессе обучения, опираясь на данный принцип — сделать так, чтобы содержание дисциплины было жизненно значимо для студента.

Следование общим дидактическим и специфическим принципам позволяет преподавателю достигать цели не только овладения студентами необходимыми для будущей профессии знаниями, умениями и навыками, и высокого уровня личностного развития будущих специалистов.

Выбранная методика должна обеспечивать качественные образовательные услуги и учитывать потребности общества и рынка труда. В методике профессионального обучения конкретной учебной дисциплине доминируют вопросы: как обучать? С помощью каких средств обучения происходит трансформация содержания обучения в знания, умения и навыки обучающихся? Как контролировать успехи познавательной деятельности обучающихся?

Одним из главных препятствий у студентов при изучении дисциплины является работа с понятийно-терминологическим аппаратом. Как

и в любой науке, в методике преподавания специальных дисциплин ее основные понятия служат фундаментом процесса обучения предмету и в то же время являются показателем уровня ее развития. Опираясь на обобщенный опыт развития в методике преподавания специальных дисциплин, методическое знание формируется в понятиях, в определении этих понятий по законам логики.

Формирование понятий в процессе обучения является одной из составляющих целого комплекса проблем, связанных с формированием мышления студентов. Любая учебная дисциплина имеет свой понятийный аппарат, включающий в себя набор категорий, принципов и законов. С их помощью раскрывается методология исследования, предметное содержание дисциплины. Формирование понятий — научный метод определения, включающий анализ понятия, его определение и формулировку. Любое понятие имеет своё содержание, которое состоит из взаимосвязи признаков. Пример слово «элемент». На данный момент оно является для нас неопределённым понятием. Мы не знаем точно, что собой представляет данный объект. Это может быть батарейка в пульте управления, одна из деталей металлоконструкции или социальная прослойка общества. Нашему головному мозгу нужно больше информации. При её получении оказывается, что это химический элемент. Теперь неопределённое понятие переходит в определённое. При более детальном изучении выясняется, что это плутоний. С этого момента определённое понятие становится определением (дефиницией). То есть абстракция превращается в конкретный предмет с точными, фиксированными свойствами.

При формулировании понятия необходимо сначала обозначить наиболее характерные и отличительные свойства признаков, входящих в данное понятие. Затем понятие необходимо постоянно уточнять и углублять. Только после выделения существенных признаков можно дать определение понятия, подчеркнув то, что нужно учитывать и несущественные признаки.

В настоящее время особую актуальность приобретает теория формирования умственных действий и понятий П. Я. Гальперина и Н. Ф. Талызиной. данная теория основывается на том что, человек не получает от природы в готовом виде мыслительную деятельность, а учится мыслить, усваивает мыслительные операции. Задача педагога — умело управлять этим процессом, контролировать не только результаты мыслительной деятельности, но и ход её формирования. Вся цепь умственных действий обеспечивает их переход из внешнего плана во внутренний. Такой процесс называется интериоризацией.

Кроме указанной теории формирования понятий в современной дидактике выделяют следующие приёмы и методы формирования основных понятий.

1. Прежде всего, следует обратить внимание на использование приема «наращивания» понятия, углубления его содержательного компонента. Такой подход отражает таксономия образовательных целей Б. Блума, когда мысль движется от простого к более сложному.

2. При изложении той или иной проблемы в конкретной экономической дисциплине можно предложить разные определения категорий. Объясняется такое положение дел целями педагога, методологией исследования, позицией субъекта познавательной деятельности. К примеру, в экономической литературе представлены различные подходы по определению монополии. Одни теоретики отражают сущность термина в рамках капиталистической системы, другие придерживаются внеисторического подхода к определению монополии; третьи требуют пересмотра этой категории, так как считают, что от нее мало пользы при анализе современной обстановки. Безусловно, любое определение всегда недостаточно, потому что действительность многогранна, и качественные изменения, происходящие в реальной

жизни, приводят к пересмотру воззрений и теоретических положений.

3. Немаловажен в методике изложения категорий прием сопоставления, когда одно и то же явление анализируется в разных общественных условиях, на разных этапах развития общества. Примером использования данного приёма является хронологический анализ развития термина «предприниматель».

4. Нахождение семантических и межпредметных связей между значением слова и содержанием понятия, рассказ о происхождении — этимология данного понятия.

5. Введение игровых элементов. Например:

Задача с подсказкой — дано определение понятия в его существенных признаках, но признаки записаны вразброс. Необходимо составить определение данного понятия.

Использование литературно-художественного моделирования и фольклора.

Кроме того, эффективными являются приёмы закрепления усвоения знаний. К ним можно отнести:

– составление и разгадывание тематических кроссвордов. Данный приём позволяет в игровой непринужденной форме проверить понимание учащимся содержания основной профессиональной терминологии, выяснить неусвоенные понятия данной темы.

– подготовка кратких докладов по отдельным терминам. Тема или раздел изучены, и студенты по желанию выбирают то или иное понятие и работают над закреплением его сущности. Уровень собственных знаний осознается лучше, когда хочешь сообщить свои мысли другим.

С внедрением идей гуманизации в систему образования широкое значение в теории и методике обучения получили интерактивные методы обучения. Название методов происходит от психологического термина «интеракция» — взаимо-

действие. Интеракционизм — это направление в современной психологии и педагогике, базирующееся на концепции американского социолога и психолога Дж Г. Мида. интерактивное педагогическое взаимодействие — это усиленная целенаправленная деятельность педагога и учащихся по организации взаимодействия между собой в целях развития.

Методы интерактивного обучения могут использоваться на различных этапах учебного процесса:

– на этапе первичного овладения знаниями могут использоваться такие методы, как эвристическая беседа, учебная дискуссия, метод «мозговой штурм» и т.д;

– на этапе контроля знаний (закрепление) могут быть использованы такие методы, как метод «круглого стола», тестирование, конкурсы практических работ с их обсуждением и т.д.;

– на этапе формирования профессиональных умений и навыков на основе знаний и развития творчесих способностей возможно использование моделирования, метода деловой игры, метода Case- study и др.

Следует отметить, что большинство интерактивных методов обучения имеет многофункциональное значение в учебном процессе.

Результаты. В традиционном преподавании экономических дисциплин основными критериями качества обучения считаются полнота воспроизведения учащимися определений научных понятий, понимание основных научных положений и закономерностей профессионального и личностного развития человека. При этом не всегда принимается во внимание специфичность определенной дисциплины, совмещающей в себе особенности восприятия информации и проявления экономического мышления учащихся.

Эффективность формирования экономических компетенций обучающихся на разных образовательных уровнях обусловлена рядом

объективных, субъективных и объективно-субъективных факторов, которые были учтены при создании модели формирования экономических компетенций на разных образовательных уровнях и концепции непрерывного экономического образования.[2]

Суммируя промежуточные результаты всех этапов, мы пришли к выводу, что экономические компетенции обучающихся как результат, критерий профессионально направленной учебной работы закрепляется в определенной организационной структуре, которая выступает в виде уровней проявления экономических компетенций и обладает уровневой характеристикой.

В формировании экономических компетенций обучающихся нами были выделены уровни: низкий, средний и высокий. В основе каждого уровня лежит степень сформированности экономических компетенций (ключевых, профессиональных и дополнительных) в виде индивидуально-личностного развития студента. Экономические компетенции рассматривались нами как интегративное понятие, представляющие собой профессионально-важные качества специалиста и включающие три компонента. Уровень экономических компетенций обучающихся определялся по трем критериям: когнитивно-познавательному, мотивационно-личностному и деятельностно-креативному. Каждый из критериев раскрывается посредством системы эмпирических показателей, отражающих степень сформированности отдельно взятого компонента.

Таким образом, для оценки результатов экспериментальной работы были выделены три критерия с характеристикой показателей по каждому критерию и уровню, а также с учетом ключевых, профессиональных и дополнительных экономических компетенций на разных этапах.

Результаты диагностических исследований служили основой для разработки рекомендаций по совершенствованию профессионально направ-

ленной учебной работы и экономической подготовки студентов.

Методика определения реального уровня экономических знаний, умений и навыков включала три шага: 1 шаг — экономические знания, 2 шаг — экономические умения, 3 шаг — экономические навыки. Каждый шаг объединял задания по основным темам, аспектам, проблемам экономики нарастающей сложности.

Для каждого этапа и уровня заданий, были разработаны собственные критерии оценки, обусловленные особенностями учебной дисциплины, специальности подготовки, курса обучения.

Первую группу заданий составили тесты, с помощью которых оценивался уровень теоретических экономических знаний студентов. В качестве основного инструмента диагностики экономических компетенций обучающихся выступали кейс-измерители — это совокупность ситуационных моделей, включающих проблемные задачи, предлагающие студенту осмыслить реальную экономическую ситуацию, описание которой не только отражает какую-либо жизненную, производственную или социальную проблему, но и актуализирует определенный комплекс экономических и профессиональных знаний, необходимых для разрешения данной проблемы. Такую проблему отличает отсутствие однозначных решений, что побуждает студента искать пути оптимизации подходов, анализировать методы решений и аргументировать свой выбор метода.

Выводы. Система экономического обучения студентов заключается в определённой последовательности её этапов. Полагаем, успех формирования экономических компетенций зависит от того, насколько сильно обозначены межпредметные взаимодействия. Определено, что, если между изучаемыми науками нет интеграции, слабо осуществляются межпредметные связи, то получаемые знания недостаточно прочны, быстро идёт процесс забывания, студент не способен целост-

но воспринять мир, эффективно работать с информацией. В ходе исследования использовались интегрированные занятия с применением средств образовательных технологий.

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Phuong Ngo Hoai,
Master, Lecturer, editor.

Hoa Le Quang,
Master, lecturer;

Hoa Vu Xuan,
Master, lecturer;

Hoach Vu Manh,
Master, lecturer,
Telecommunication University, Viet Nam
E-mail: hoaiphuong.sqtt@gmail.com

DEVELOPING CRITICAL THINKING FOR STUDENTS AT VIETNAMESE UNIVERSITIES TODAY

Abstract. *In* order to survive and develop in the socio-economic conditions with many changes and mixed information as at present, people need critical thinking. This sets out the requirements for the process of teaching in the universities currently have to fourth development thinking of the practitioner. Private development thinking of learners is a new issue for the university in the world general and the Vietnamese Universities in particular. In this paper, the author raised a number of problems of reasoning about thinking critically and suggest some basic measures aimed at developing the thinking critically for learners in Viet Nam's universities today.

Keyword: Develop critical thinking; peer teaching; teaching methods; debate in teaching; Vietnamese universities.

I. Set the problem

Critical thinking plays a very important role in people's perception and general activity. Critical thinking is one of the necessary qualities and competencies that people need to survive and thrive in a diverse society today. For the Vietnamese, critical thinking is a very necessary factor, the basis for arguing with wrong points, defending the scientific view of Marxism-Leninism, Ho Chi Minh's ideology and correct lines and policies of the Communist Party of Vietnam in the current period. In order for people to have critical thinking, right from the beginning of training in universities, students must be fostered, trained and developed critical thinking, especially through the studying humanities social sciences.

II. General issues of critical thinking and teaching to develop critical thinking for students at Vietnamese University

There are many different approaches and definitions of critical thinking. A statement by Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987. Accordingly, he thinks that Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions:

clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness [11]. In a seminal study on critical thinking and education in 1941, Edward Glaser defines critical thinking as follows "The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends [10].

On the basis of researching the nature and characteristics of scientists about critical thinking, we believe that: critical thinking of students in universities is the discovery, discovery, and carefully consider and debate actively, proactively with full and logical inference to achieve the clarity of knowledge in the learning process.

Critical thinking of students in Vietnamese universities expressed through their activities is revealed in the learning process such as: Do not accept but always question the knowledge and information presented by the lecturers; considere carefully consider all knowledge and skills in the learning process; actively explore; research the problem on a solid scientific basis; know how to reason logically, with scientific basis; frankly express their own views and thoughts; have critical skills, argument to clarify learning problems, knowledge equipped in the learning process.

Student-centered teaching must implement thoroughly in the direction of democratization, not imposing knowledge in one direction. Teachers must really consider learners as customers of the teaching process, pay attention to the needs of learners, and create opportunities for students to express their thoughts and opinions on the knowledge taught by the teacher. Learners are questioned, involved in teaching content through debate and criticism on

learning issues that they have access to knowledge in other information sources. Therefore, developing critical thinking for learners in teaching today is an inevitable requirement.

Critical thinking of students at universities is formed and developed through many ways, but most mainly through the learning process. Therefore, in the course of teaching, lecturers need to train students on reasoning skills, problem-critical skills, creating good habits in thinking, evaluating reasoning and practical issues objectively and realisticly. Developing critical thinking of students in the teaching process will help them promote positivity, creativity, actively explore knowledge in learning, along with helping students build competencies, thinking, debating and critical skills. That will contribute to the realization of the training goal in the current period, aiming at people to develop comprehensively in quality and capacity, develop dynamism, creativity at work, and adapt to The society is increasingly developed in the spirit of Central Resolution 8 (Session XI) and Resolution of the 12th Congress of the Communist Party of Vietnam.

Developing critical thinking of learners in teaching in Vietnamese universities is a relatively new issue. The teaching practice at universities over the past time has shown that some lecturers have interests to create conditions for students to express their views and ideas in the process. Many lecturers use active teaching methods such as: teaching by situation, teaching by problem … to promote students' creativity, exploration and self-solving. However, it is not widely available in all subjects. In particular, in teaching the humanities social sciences, there is still a lot of one-way transmission from teacher to student. In addition, some lecturers' understanding of critical thinking in teaching is not clear; The development of critical thinking for students in the teaching process has not been given sufficient attention. In teaching, there are lecturers who have not created a democratic learning environment for students to reflect on the teaching content that teachers

have presented in class. In the teaching process at universities, many students are also influenced by the habit of receiving one-way propaganda, not boldly expressing their thoughts, not actively researching, thinking, participate in debating and criticizing the learning contents ... These are not small limitations, hindering the path of renewing the current teaching methods in Vietnamese universities today.

Stemming from the role of critical thinking, teaching characteristics and trends as well as the requirements to innovate teaching methods to develop learners' competencies in teaching at universities in Vietnam in the current period. Now, lecturers and educational managers need to master principled issues to implement teaching to develop critical thinking for students. Such as:

- Lecturers must have correct understanding of critical thinking and critical skills.
- Teachers must not be angry or object to the students' opposing arguments towards the fairness and truth of knowledge [3].
- Lecturers are not allowed to impose their ideology and spirit on learners; always ready to receive, consider and adjust their perception to ensure objectivity.
- Teachers need to strengthen dialogue with learners in terms of science in the teaching process.
- Lecturers must regularly practice critical skills for learners, such as: problem detection and consideration skills; explanation skills; analytical skills; debate skills; Listening Skills; self-regulation skills .. [2].

III. Solutions to develop critical thinking for students Vietnamese universities in today

1. Changing the thinking of lecturers and educational administrators about teaching develops critical thinking for students.

This is a very important measure, because perception is the basis of action. Therefore, teachers need to understand the needs of students to express their views, be suspicious and critical of teaching contents.

This is an objective and indispensable need of modern teaching. Therefore, it is very important that teachers and educational administrators need to learn to understand in the most complete way about teaching to develop critical thinking for students suitable for teaching in Vietnamese universities today.

Therefore, it is very important that teachers and administrators learn to fully understand the teaching of developing critical thinking for students first. Critical thinking of students is only developed when lecturers themselves have critical thinking. This also means that teachers must not be prejudiced, do not impose on knowledge, teachers must consider students' doubts, judgment and criticism for equipped knowledge content as good news, is the basis for the teachers to continue researching deeply the relevant content and methods to be conveyed to learners.

This measure requires educational administrators a mechanism to promote faculty autonomy in the process of teaching organization and evaluation of student's results. Accordingly, the training management agencies should issue guidelines and measures to guide teachers in teaching activities towards developing critical thinking for students. Regularly check and inspect the teaching organization of lecturers to ensure the democracy of students. Avoid imposing one-way thinking of faculty members on students. For lecturers, it is necessary to clearly and fully realize the development of students' critical thinking to serve as a basis in goal design, content selection, method selection and teaching form. Change teaching styles and classroom management, innovating type of test and assessment of learners.

2. Conduct fostering and training critical thinking for students.

The students' critical thinking is shown externally through critical skills in learning and other activities. In order for students to have critical thinking and skills, teachers must conduct fostering through teaching activities. The system of skills required in criticism includes the main skills such as: independent thinking skills; analysis and synthesis skills;

logic reasoning skills; evaluate; debate skills; listening skills… [2].

This measure is mainly done through the organization of classroom teaching and extracurricular activities. For the process of organizing classroom teaching, through content design and teaching methods, teachers need to reinforce problems in the form of questions or contradictory situations that force students to think, explore, reason and participate in solving. Encourage students to come up with different solutions based on their own creativity. Teachers need to guide or provide students with the system of relevant knowledge for students to refine, handle and solve learning problems; increase the construction of independent exercises for students to solve; enhance discussion and seminar activities so that students can speak their opinions, practice listening skills, make reasoning and participate in debate on learning issues ... For outside activities, lecturers have can coordinate with the student management unit to organize for students to participate in soft skills fostering activities such as: participating in group game; speaking and presentation skills; listening, critical and argument skills; skills to respect the difference ... Thereby enhancing the closeness and openness between lecturers and students, is an important basis for implementing democracy in teaching.

3. To renew teaching content, teaching methods and forms of testing and evaluating learning results.

This is one of the very important and decisive measures, a key measure to develop critical thinking for students. In order to practice teaching to develop critical thinking, it is required to remove unnecessary contents to focus on the core and core issues of knowledge. On the basis of selecting important content, lecturers need to design conflicting issues of knowledge, can include inaccurate or unconfirmed views, content ... and then encourage students to develop show, think, reason and criticize.

In designing teaching methods, teachers need to perform well the following techniques:

– Create an engaging position through curious situations, naturally arousing excitement for learners. Compulsive love [1]
– Applying some modern teaching methods suitable to the development of critical thinking of students such as: teaching problem-raising and encouraging critical dialogue (Using questionable questions topic, in these questions contains contradictory opinions for students to dialogue according to each point of view); Assign critical roles (such as having students play the role of opinionators and rebuttals to criticize each other); teaching situations (putting learners in contradictory situations for them to think and handle); teaching through seminars, seminars ..
– Develop a system of exercises in the form of situations with many different solutions or solutions, thereby allowing students to think, explore and process in their own direction on the basis of logic inference, with grounds surname. At the same time, reinforce the question of the plan they give to achieve clarity, avoid copying or following old thinking [1].
– Organize for students to debate and criticize learning issues.

In the process of organizing student criticism, lecturers must do well the role of both attending, sharing and listening as a member and as a scientific referee in academic debate activities. . This debate can be in the form of small groups, with a leader in charge, or it can also use the way of debating between learners, or arguing between teachers and students about an opinion issue. awake in learning. In a certain case, lecturers may intentionally say wrongly about the problem, or give an inadequate opinion for students to discover it and argue and criticize on the basis of thorough consideration. That will stimulate students to discover problems, think and participate in criticism. When the learner has a right and persuasive criticism, the teacher should openly acknowledge it in the class, add to the lessons, con-

sider it as their merit, new discovery, creativity. Since then, it encourages students to be creative and active.

Innovating testing and evaluation towards developing and training students' critical capacity. Therefore, in examining and evaluating learning results, it is necessary to increase the use of question and answer form for learners. In the teaching process, through short questions containing conflicting issues for students to discuss and speak, thereby assessing the real capacity as well as the learning attitude, the activeness and creativity of learner. For the final exam, teachers need to give conflicting views, especially the contradictions between theory and practice for learners to think, speak, criticize ... This is not only development having critical skills but also contributing to training the bravery, manners and ability to handle practical situations of the later.

4. Creating a democratic teaching environment, increasing dialogue in teaching.

This requires teachers to know how to build a democratic class for students to make predictions, gather information, organize criticism and question with teachers. In teaching, lecturers often encourage and give advice to students instead of commenting and evaluating their incorrect opinions and views. Ar-range classroom space appropriately to create favorable conditions for learners to work together. Instructing and assisting learners in the process of searching, collecting and processing information and in the process of debate and criticism. During breaks, lecturers increase contact, visit, and encourage learners to create a friendly and close atmosphere. Teachers can use social networks on the internet to enhance interaction with students, creating trust in learners.

5. Lecturers should regularly encourage and encourage learners in the teaching process. In order to develop critical thinking in the teaching process, students need the encouragement and encouragement of lecturers. This is not only a measure to develop students' critical thinking, but it is also one of the important principles in pedagogical communication. When students are encouraged and encouraged in a reasonable and timely manner by lecturers, they will be more active in finding information and participating in debating on learning issues raised by lecturers. Especially for those students who lack confidence and passivity, teachers need to use their cheerful attitude to encourage students. Rewarded with high scores for students who actively think, explore, participate in questioning, and academic debate.

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Section 8. Political science

Gerta Gjeta,
University of Tirana,
PhD (c) in International Relations,
the Faculty of History and Philogy
E-mail: gjeta_gerta@yahoo.com

NATO — EU RELATIONS

Abstract. The purpose of this paper is to analyze the most important aspects of the development dynamics of this relationship and identify drivers of further cooperation. Firstly we will touch the ways of cooperation before the institutionalization of this relationship, with the WEU, an institution that gave an important contribution to peace and stability in Europe and for the development of the European security and defense architecture. CSDP will also be part of the analysis, through which the EU would provide access to the Alliance's planning capabilities for its military operations, as well as the Berlin Plus package of agreements that formed the basis of NATO-EU cooperation in crisis management in EU-led operations. Regarding cooperation, we will also focus on the Lisbon Summit 2010, which introduced the new strategic concept of NATO, as one of the Alliance's priorities for the next decade had determined the improvement of the strategic partnership with the EU, appreciating the latter as a unique and essential partner for NATO. Joint Statements in 2016, 2017 and 2018 will also occupy a special place, as they determine areas of NATO-EU cooperation and reaffirm the EU as an essential partner for cooperation with NATO.

Keywords: cooperation, strategic partnership, agreement, crisis management, security.

Introduction

The non-ratification of the EDC Treaty by the French National Assembly caused this treaty not to enter into force on April 1, 1954. Since then, NATO has become the sole provider of military prevention and defense in Europe, under whose protection the Economic Community was founded and developed. This event also marks the threshold of NATO-EU relations, which are above all political. Both organizations share common values and the same commitment to democratic principles, respecting and protecting the rule of law, human rights and have the same objective: maintaining peace in Europe and promoting stability and prosperity on the continent. Although with separate functions one for defense and the other for economic development, the two organizations were interdependent [1].

Institutionalization of the NATO-EU relationship.

This relationship is as essential as it is important in addressing global challenges and crisis management in the new world order. Although the institutionalization of this relationship was achieved in the 2000s, the foundations have been laid since 1990,

with the establishment of the WEU, an institution with an important contribution not only to peace and stability in Europe, but also for the development of the European security and defense architecture, developed through consultations and collaborations in this field and performing operations in a number of scenes, together with the Peterberg Tasks [2]. Until the 1980s, there was no institutional relationship between NATO and the EC. The EU has stepped up its efforts to shape European Defense and Security Policy, where discussed in a separate group within the WEU [3, p. 27–29].

At the June 1993 meeting, NATO, WEU advisers set up unified command for joint operation "Sharp Guard», to be launched on 15 June 1993 and to replace the separate NATO and WEU operations "Maritime Guard" and "Sharp Fence", to effectively enforce economic sanctions and arms embargo on conflict in former Yugoslavia, as well as for the creation of conditions for the Peace Agreement for Bosnia and Herzegovina [4].

In 1996, NATO expressed its readiness to make available to the WEU its military capabilities for crisis management operations that Europe would conduct independently. This marked the first co-operation between NATO and the EU, and laid the foundations of the CSDP which is an integral part of the EU's comprehensive approach to crisis management, based on civilian and military assets. The relationship even reached a higher level, when Solana and former British Secretary of Defense Robertson began regular contacts, which meant a kind of informal institutional link between NATO and the EU [5, 121–123].

At the NATO Summit in Washington in April 1999, NATO leaders endorsed the EU's intention to develop security structures, which was previously discussed by the latter at the 1999 Helsinki Summit. The NATO leadership also expressed its readiness to offer and implement measures that exceeded a large part of NATO military capabilities in EU-led operations, when NATO would not be involved. After Helsinki, NATO launched direct consultations and discussions with the EU on the future of co-operation between them and later both defined new specific forms of co-operation [6, p. 27–29].

European Council Summit, held in Santa Maria da Fiera, in June 2000, while providing the necessary transparency and dialogue between the EU and NATO, identified four areas of cooperation covering: security issues, capability goals, modalities for EU accession to NATO assets, as well as the definition of permanent consultative arrangements. Until the summer of 2001 there were several other events that showed an increase in intensity in NATO-EU relations, as the first ministerial meeting between NATO and the EU on 30 May 2001 and the first official PSC-NAC meeting on 12 June 2001 [7, p.125].

Following the NATO and EU declaration in 2002 on the CSDP, the EU provides access to Alliance planning capabilities for its military operations. On March 17, 2003, the «Berlin Plus» agreement was signed, which forms the basis of NATO-EU cooperation in crisis management in EU-led operations. Under this agreement, there are three key elements that enable the EU to withdraw NATO resources and expertise to undertake military operations: *EU entry into NATO operational planning, access to key NATO assets and capabilities, and use of NATO European command options*. It took six years of diplomatic efforts to determine the main modalities of the Berlin Plus agreement as: *NATO-EU security agreement; approach to NATO planning for EU-led CMOs; availability of NATO assets and capabilities for EU-led CMOs; procedures for Issuing, Monitoring, Returning and Restoring NATO assets and capabilities; terms of reference for DSACEUR and European Command Opportunities for NATO; EU-NATO Consultation agreements in the context of an EU-led CMO using NATO tools and capabilities; commitment to coherent and mutually reinforcing requirements of Skills Requirements (NATO 2006). This includes in particular the establishment of a Permanent Skills Group in the EU* [8, p. 257–258].

Lisbon Summit 2010, presented the new strategic concept of NATO and set the priorities of the Alliance for the next decade, including improving the strategic partnership with the EU, in crisis prevention, conflict management and stabilization of post-conflict situations. In the new strategic concept, the EU is defined as a unique and essential partner for NATO and ensures the contribution of the latter to create favorable conditions for: strengthening the strategic partnership with the EU, in the spirit of full mutual openness, transparency, complementing and respecting its autonomy and the institutional integrity of both organizations; strengthening practical cooperation in crisis spectrum operations, from coordinated planning to mutual support in the field; expanding political consultations to include all issues of common interest and to share assessments and perspectives; collaboration in skills development, to minimize duplication and maximize cost-effectiveness [9].

Nowadays, when the threats are multifaceted and diverse, NATO-EU relations have intensified more. Although they are key partners, neither of them can address all the security challenges alone. According to some researchers, this happens for several reasons: first, to strengthen the partnership, they need to work together more and complement each other to ensure wider security in Europe; secondly, there are concerns about the severance of NATO — EU relations, due to disagreements the US has with some EU members (e.g., the Iran nuclear deal, the possibility of imposing new tariffs on specific goods traded between the two parties or even because of the implications that Brexit could have); and third, due to an existing co-operation agenda between NATO and the EU, since the 2016 declaration which identified seven areas of co-operation as:- increase the ability to combat hybrid threats; expanding and adapting operational cooperation, including at sea, and migration; — expanding coordination on cyber security and protection, in the context of missions and operations, exercises, education and training; —

development of coherent, complementary and interactive defense capabilities of EU Member States and NATO Allies,— defense industry facilitation and greater research in the field of defense and industrial cooperation within Europe and across the Atlantic; — strengthening coordination in exercises, including the hybrid one; — building defense and security capabilities and promoting the resilience of partners in the East and South, in a complementary way [10].

The December 2017 meeting added thirty-two other measures that include three new areas of cooperation, such as: — military mobility to ensure that, if necessary, forces and equipment can move quickly across Europe; — exchange of information in the fight against terrorism, as well as strengthening the coordination of counter-terrorism support for partner countries; — promoting the role of women in peace and security. While in the declaration of the Brussels Summit, in July 2018, the EU was reconfirmed as a unique and essential partner for cooperation with NATO and that this strategic partnership would be further strengthened in the spirit of full mutual openness, transparency, decision-making autonomy and institutional integrity. The Summit also reconfirmed the areas of cooperation, welcomed the results achieved in several areas and underlined that the development of coherent complementary and interactive defense capabilities, as well as avoiding duplication were essential to joint efforts to increase security in the Euro-Atlantic area [11]. NATO and the EU endorsed rapid progress in several areas: terrorism, chemical, biological, radiological and nuclear hazards, military movements, in the promotion of WPS, as well as in the areas of children and armed conflict and defense [12].

NATO — EU cooperation is realized in three dimensions:

– First, the political dialogue between the NATO Secretary General and the Deputy Secretary General on the one hand and the High Representative for Foreign Affairs

and Security Policy and the European Commissioners on the other.

- Secondly, most of the units dealing with the identified areas of cooperation have extensively integrated the NATO-EU dimension into their work.
- Third, the two institutions have made progress in their operational cooperation, whether in thematic areas such as hybrid threats, cybersecurity and defense, military movement or on the ground when deploying missions simultaneously — as is the case in Iraq or the Mediterranean [13, p. 6–7].

Conclusion

The NATO-EU partnership is a key element of the security architecture for a number of reasons, which are related to the nature of the institutions and the threats they face, but also due to a kind of division of labor in relation to: geography; the link between protection and security; as well as the link between internal and external security geography. The interest for cooperation is mutual, as both bodies share the same values and face the same challenges in the field of security. In terms of geography, the 1949 Treaty defined NATO's area of activity only in the North Atlantic area north of the Crab Tropics, although in 1990 it operated out of the area with its operations in Afghanistan and Iraq. While the EU is focused on the periphery as a «global security provider». This, in a way, has led to a certain division of tasks between them geographically, NATO in the three Baltic states Estonia, Latvia, Lithuania and Poland in response to Russia's activities in Ukraine, while the EU with its missions and operations in sub-Saharan Africa, the Palestinian territories and Georgia, where NATO could not act due to political sensitivity. This creates complementarity, as one goes to places where the other cannot. Referring to the link between defense and security, both NATO and the EU show comparative advantages that partly follow a defense against the security link, or in some cases and army against the civilian link. This is because, with mandates, NATO covers the upper part of the military spectrum, and, the EU covers the lower part of the use of force [13, p. 6–7]. As for the combination of internal and external security, this gives the EU an advantage that further highlights the importance of the EU-NATO partnership. The EU together with the EC are key actors in managing threats, especially in the areas of counter-terrorism, hybrid threats, cyber security, defense or military mobilization, all of which relate to internal security.

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Meri Kraja,
University of Tirana,
PhD (c) in International Relations,
the Faculty of History and Philology
E-mail: merikraja@yahoo.it

RACIAL POLICY AND PERSECUTION OF ITALIAN JEWS BETWEEN THE YEARS (1938–43)

Abstract. The persecution of Jews in Europe in the 1930s — 1940s was a tragic event that still constitutes one of the most infamous pages in continental history. Fascism remained neutral for a long time in the face of anti-Semitism but immediately returned to the problem of relations between the state and the Jews, the legislative turn of persecution is that of 1938. A new and more tragic criminal turn was applied in 1943, where Mussolini and part of the Italians were involved as co-responsible for the spread of the Shoah on the peninsula. The article contributes to the awareness, recognition, remembrance and rejection of anti-Semitism.

Keywords: Persecution, Jewish rights, Italy, Lives, Race.

Introductıon

The law n.211 of 20 July 2000, establishes the Day of Remembrance — to "*remember the Shoah, the racial laws, the Italian persecution of Jewish citizens,* to *preserve in the future of Italy the memory of a tragic and dark period in the history of Italy and Europe, and so that similar events can never happen again*» [1]. In the years of Fascism, the Jews of Italy constituted a very small minority, relatively articulated within it and somewhat characterized compared to the rest of the population. Overall, it seems legitimate to believe that the emigration and immigration of Italian Jews between World War I and 1938 had little consistency, in terms of the immigration flow of foreign Jews and the size of the Italian Jewish group [2, p 347]. In Italy the anti-Jewish persecution was the work of fascism and then also of Nazism. It was divided into two phases: the "*persecution of Jewish rights*", which took place from September 1938 to 25 July 1943 under the Kingdom of Italy, and the "*persecution of the lives of Jews*", which took place from 8 September 1943 to 25 April 1945 under German occupation and the Italian Social Republic [3, p. 7].

This paper, taking into account the studies already available and based on new in-depth archival and bibliographic research, traces back in time the collective and individual aspects of that history also illustrated through statistical data, documents, and evidence of the time. This research deals with the history of Italian Jews over the years (1938–43), a relatively short period. The history of the Jews is chronologically intertwined with their legal and social status and the course of events of "Jewish" history, such as centralization in large cities, professional characterization, the evolution of religion and respect, changes in identity, etc.

Characteristics and development of persecution

The Holocaust was the systematic persecution organized by the state and the murder of nearly six million Jews from Nazi Germany and its collaborators. In Italy, the entry into force of anti-Jewish legislation in 1938, although it has linked to other lines of action of fascism (the process of alliance with Nazi Germany, the development of a racist "anti-Islamic" policy, the construction of an "*Imperial Dignity*" and

"*Fascist Character*" etc. It was an act of domestic politics, arguing for the growing anti-Semitism and hostility of the fascist leadership to the autonomy shown in some cases by the Jewish community. In 1938, Jews with Italian citizenship made up less than 0.1% of the total population. Included in three professional positions with average quantitative stability as independent professionals, retailers of textile products, and itinerant traders, it can be estimated that they accounted for 1.1, 1.4, and 0.6% of the total. The Jewish presence achieved even greater values in specific professional profiles and limited territorial areas.

In August 1938, among stockholders and money changers thirty-two persons had at least one Jewish or former Jewish parent, equal to 6.6%. Extraordinary professors classified as "Jewish race" in the autumn of 1938 expelled from universities, they were a total of ninety-six, equal to 7% of the category (at the University of Bologna were 12.8%) [4, p 42]. The Fascist regime did not order the total abolition of citizenship for Italian Jews. However, since he expelled them from the Armed Forces (both from permanent service and military services) and given that this participation constituted the embodiment of citizenship, he effectively expelled them from the nation, thus declaring the year 1938 the cessation of the historical-national event began with the *Risorgimento*.

The anti-Jewish legislation of fascist Italy had an undisputed racist biological approach: all people with "*of the Jewish race*" ancestors were persecuted, while none of those with "*of the Aryan race*" ancestors were persecuted, despite the religion each claimed. People with ancestors of both "races" were divided between one and the other category. Based on the results of the racist census of Jews conducted in August 1938, it can be estimated that those subjected to persecution were about 51,100 (slightly more than 1 per thousand of the peninsula population), divided into 46,656 persons by religion or identity Jews and about 4500 non-Jews. Fascism immediately revoked the residence permit for most foreign Jews. By June 1940, by the time Italy entered World War II, about half of them had left the peninsula. Others were mostly locked up in internment camps, awaiting the end of the conflict to enable their deportation. In the period 1940–1943, the treatment in the camps was similar to that of a prison, but was not accompanied by additional physical or moral anti-Semitic violence. On September 1 and 2, 1938, the Council of Ministers of the Kingdom of Italy adopted legislative measures concerning the expulsion of foreign Jews (Rdl 1381/1938), the Aryanization of public schools (Rdl 1390/1938, Rdl 1630/1938), the establishment of offices states charged with persecution, etc.; On November 7, 9, and 10 he approved (R.d.l. 1728/1938), the summary on school (R.d.l. 1779/1938), etc. In December and then in the following years it was the turn of further measures, always understood by disciplining the methods of persecution in individuals areas. [5, p 12–27] None of these anti-Jewish provisions contained norms against other "races" or against Africans in particular, with the sole exception of R.d.l. 1728/1938, which ordered the prohibition of marriage between an Italian citizen of the "*Aryan race*" and a "person belonging to another race" (and which therefore took the form of one of those "*special laws*" suggested in 1937 by the parliamentary committee on the Civil Code and — as mentioned — provided by the latter in Articles 1 and 89). The adoption of legislative measures did not interrupt that of administrative rules.

These followed one another over the years, sometimes making technical or substantive (mostly aggravating) corrections to previous legislative or administrative rules and sometimes introducing entirely new persecution measures [6, p 169–98].

Fascism for Italian Jews wanted to solve the immigration-deportation binomial. However, the deep integration network that existed between the majority of Jews and many Gentiles was required to be dismantled. The government's action initially

aimed at eliminating Jews from national life (expulsion from public office and the education-cultural sector) and separating them from non-Jews (banning mixed "racial" marriages, etc.); while other persecuting measures (revocation or restriction of their ability to work and education) also had the function of stimulating the persecuted to emigrate. By the time the border was closed in 1941, about 8% of Italian Jews had emigrated. Dismissal from public or similar jobs was ordered as early as 1938.

After deciding to persecute the Jews as a "race," the fascist government had to establish a legal definition of the term Jewish and had to set the criteria (genealogical or of another nature) to be used to classify mixed races, viz. all those persons born to parents of different races [7, p 154].

In June 1940 the fascists expelled several hundred Jews. In May 1942 Fascism forced them into forced labor, while in June 1943 the government decided to reunite valid Jews from the point of view of the labor force into four real internment camps and forced them to work in forced labor, (this decision was not concretized, for the events of July 25). At the same time, progressive expulsion from private activities and employment began; thus between 1938 and 1942 licenses with police authorization were revoked. In 1939 they were significantly excluded or marginalized from the liberal professions; in April 1942 they were banned from working on shipyards and factories "aiding the defense of the nation", etc. In February 1942, the Ministry of Corporations ordered enterprises and employment offices to always favor the employment of *Aryan race workers",* both in the case of employment and in the case of dismissal. Jews with Italian citizenship who were not "discriminated against" were barred from owning, even in part, commercial or industrial companies that were not "interested in defending the nation" or with over 99 employees and owning real estate beyond certain values. As is well understood, legislation was developed in all sectors of society.

In the second semester of 1942, Mussolini received partial information on the deportations and killings of Jews taking place in Europe. Taken together, they were sufficient to determine the existence of a systematic and definitive anti-Jewish action. In the face of this, for about a year Fascist Italy did not cooperate in the expulsions and massacres but maintained a strong military and ideological alliance with Nazi Germany. On July 25, 1943, Mussolini was dismissed. In the ensuing "forty-five days" period, anti-Jewish laws were neither repealed nor aggravated. On September 8 the ceasefire was publicly announced; Italy was soon found divided into two parts. German anti-Jewish actions began shortly after September 8, 1943.

Conclusions

The anti-Jewish persecution carried out in Italy from 1938 to 1943, its recognition, its remembrance, and its rejection of anti-Semitism, racial prejudice, and intolerance, are today a commitment to all of us. Nevertheless, for a long time, this theme was somewhat neglected by historiography.

Another order of preliminary considerations concerns the distinction that must be made between racism, anti-Semitism, anti-Jewish persecutions, and the Shoah: the analyzes on these issues respond to very different methodological approaches, which consequently differentiate the related research. Just think of the tendency to seek the *longue durée* for the history of racism or anti-Semitism in the history of Italy [8, p 169–181].

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Section 9. Psychology

Runqin Shi,
UC Santa Baraba, 501 University Rd,
Santa Barbara, CA 93106
E-mail: runqin@ucsb.edu

FEAR TO DISCUSS A MENTAL HEALTH ISSUE WITH EMPLOYER IN THE UNITED STATES

Abstract

Objective: This study aims to build a predictive model for fear to discuss a mental health issue with employers in technology companies using logistic regression model.

Methods: A public database was used in this study. All the participants who were eligible were randomly assigned into 2 groups: training sample and testing sample. A model was built using training sample: logistic regression. We used these the model to predict the risk of fear to discuss mental health issue with employers in the testing sample. Receiver operating characteristic (ROC) were calculated for its discrimination capability for these two models.

Results: A total of 167 (38%) records out of 438 was afraid that discussing a meatal health issue with employer would have a negative impact.
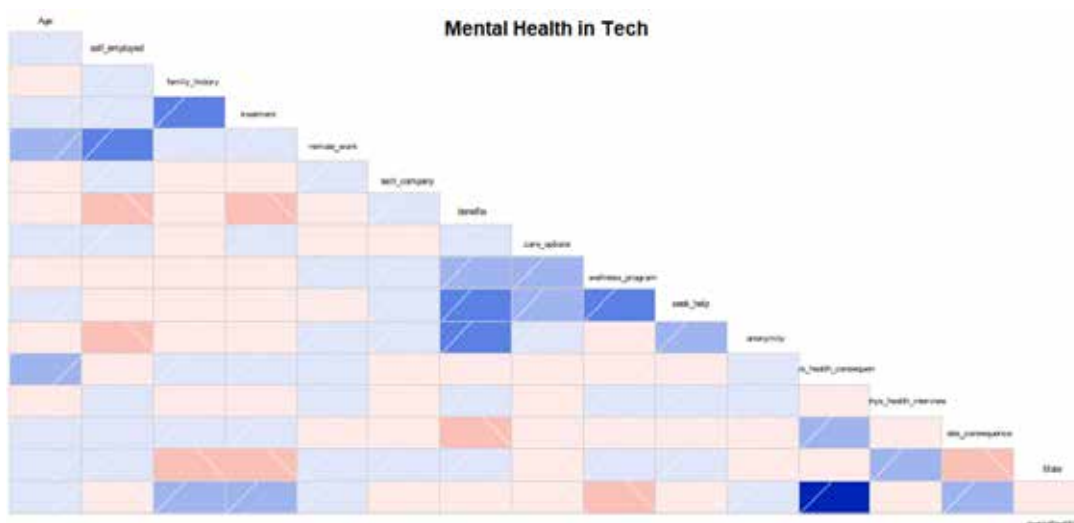
According to the logistic regression, have you sought treatment for a mental health condition, has your employer ever discussed mental health as part of an employee wellness program, and do you think that discussing a physical health issue with your employer would have negative consequences were important predictors for fear to discuss the mental health issue with the employers.

For training sample, the ROC was 0.8708 for the Logistic regression. In testing sample, the ROC was 0.8728 for the Logistic regression.

Conclusions: In this study, we identified several important predictors for fear to discuss mental health with employers e.g., if employer ever discussed mental health as part of an employee wellness program.

Keywords: Mental health, employers, logistic regression, ROC.

1. Instruction

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood [1].

Depression and anxiety have a significant economic impact; the estimated cost to the global economy is US$ 1 trillion per year in lost productivity [2]. The workplace is the most important environment to dis-

cuss mental health and illness, yet it is the last place we expect to hear about it. Employees are afraid of discussing it with co-workers and managers. They don't want to lose their jobs, damage relationships or risk future employers learning of illnesses and judging them. The stigma of mental illness keeps them silent. Roughly 85% of employee's mental health conditions are undiagnosed or untreated. The Workplace Health Survey found high rates of absenteeism (33 percent) and work-family (81 percent), as well as increased mental health and behavioral problems (63 percent) among over 17,000 employees across 19 industries in the US [3].

This study aims to 1) examine the predictors of fear to discuss mental health issue with employer 2) build a predictive model for fear to discuss mental health issue with employer using artificial neural network and compare its performance to logistic regression model.

2. Data and Methods:

Data:

This dataset is from a 2014 survey that measures attitudes towards mental health and frequency of mental health disorders in the tech workplace. The outcome variable of interest in this study is called mental_health_consequence, do you think that discussing a mental health issue with your employer would have negative consequences? Only respondents in the United States were selected in this study.

The data is available at: https://www.kaggle.com/jboysen/mri-and-Mental Healths.

Method:

A public database was used in this study. All the participants who were eligible were randomly assigned into 2 groups: training sample and testing sample. A model was built using training sample: logistic regression. We used these the model to predict the risk of fear to discuss mental health issue with employers in the testing sample. Receiver operating characteristic (ROC) were calculated for its discrimination capability for these two models.

We also used logistic regression models to calculate the predicted risk. Logistic regression is a part of a category of statistical models called generalized linear models, and it allows one to predict a discrete outcome from a set of variables that may be continuous, discrete, dichotomous, or a combination of these. Typically, the dependent variable is dichotomous and the independent variables are either categorical or continuous.

The logistic regression model can be expressed with the formula:

$$\ln(P/(1-P)) = \beta_0 + \beta_1 {}^*X1 + \beta_2 {}^*X_2 + \ldots + \beta_n {}^*X_n$$

3. Results

A total of 167 (38%) records out of 438 had fear that discussing a meatal health issue with employer will have a negative impact in the data.

Figure 1. Matrix of correlations between variables

Basically, a corrgram is a graphical representation of the cells of a matrix of correlations. The idea is to display the pattern of correlations in terms of their signs and magnitudes using visual thinning and correlation-based variable ordering. Moreover, the cells of the matrix can be shaded or colored to show the correlation value. The positive correlations are shown in blue, while the negative correlations are shown in red; the darker the hue, the greater the magnitude of the correlation.

According to the logistic regression, have you sought treatment for a mental health condition, has your employer ever discussed mental health as part of an employee wellness program, and do you think that discussing a physical health issue with your employer would have negative consequences were important predictors for fear to discuss the mental health issue with the employers.

Table 1. – Logistic Regression for Mental Health

	Estimate	Std. Error	z value	Pr(>|z|)	
(Intercept)	–0.598	1.344	–0.445	0.657	
Age	0.004	0.021	0.192	0.848	
factor(self_employed)1	–0.938	0.601	–1.560	0.119	
factor(family_history)1	0.507	0.304	1.671	0.095	.
factor(treatment)1	0.852	0.334	2.554	0.011	*
factor(remote_work)1	0.327	0.310	1.053	0.292	
factor(tech_company)1	–0.552	0.381	–1.448	0.148	
factor(benefits)1	0.391	0.462	0.846	0.397	
factor(benefits)2	0.195	0.506	0.386	0.699	
factor(care_options)1	–0.293	0.391	–0.748	0.454	
factor(care_options)2	–0.090	0.385	–0.234	0.815	
factor(wellness_program)1	0.265	0.435	0.609	0.543	
factor(wellness_program)2	–1.191	0.480	–2.481	0.013	*
factor(seek_help)1	–0.908	0.474	–1.916	0.055	.
factor(seek_help)2	–0.128	0.372	–0.344	0.731	
factor(anonymity)1	–1.748	1.047	–1.670	0.095	.
factor(anonymity)2	–0.769	1.044	–0.736	0.462	
factor(phys_health_consequence)1	18.783	713.645	0.026	0.979	
factor(phys_health_consequence)2	4.082	0.635	6.427	0.000	***
factor(phys_health_interview)1	0.678	0.397	1.707	0.088	.
factor(phys_health_interview)2	0.435	0.314	1.386	0.166	
factor(obs_consequence)1	0.798	0.447	1.784	0.074	.
factor(Male)1	–0.111	0.357	–0.310	0.757	

For training sample, the ROC was 0.8708 for the Logistic regression. In testing sample, the ROC was 0.8728for the Logistic regression.
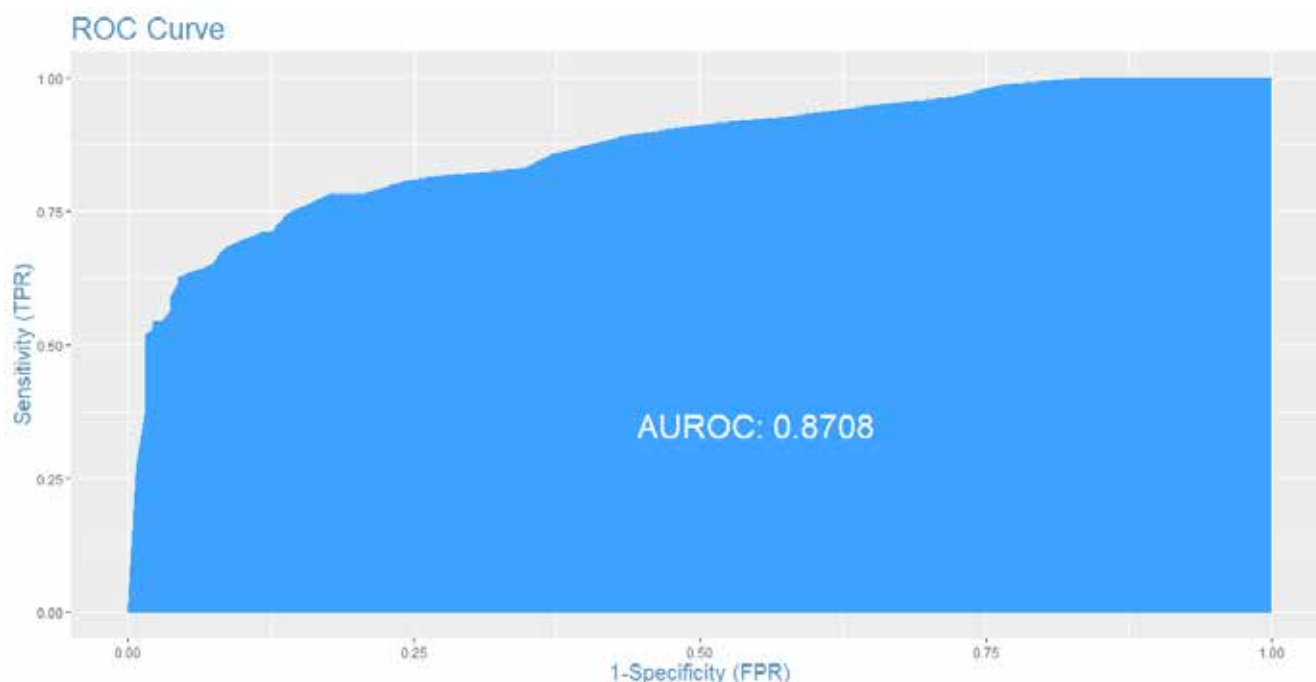
Figure 2. ROC in training sample for Logistic Regression (Red) vs Neural Network (Blue)
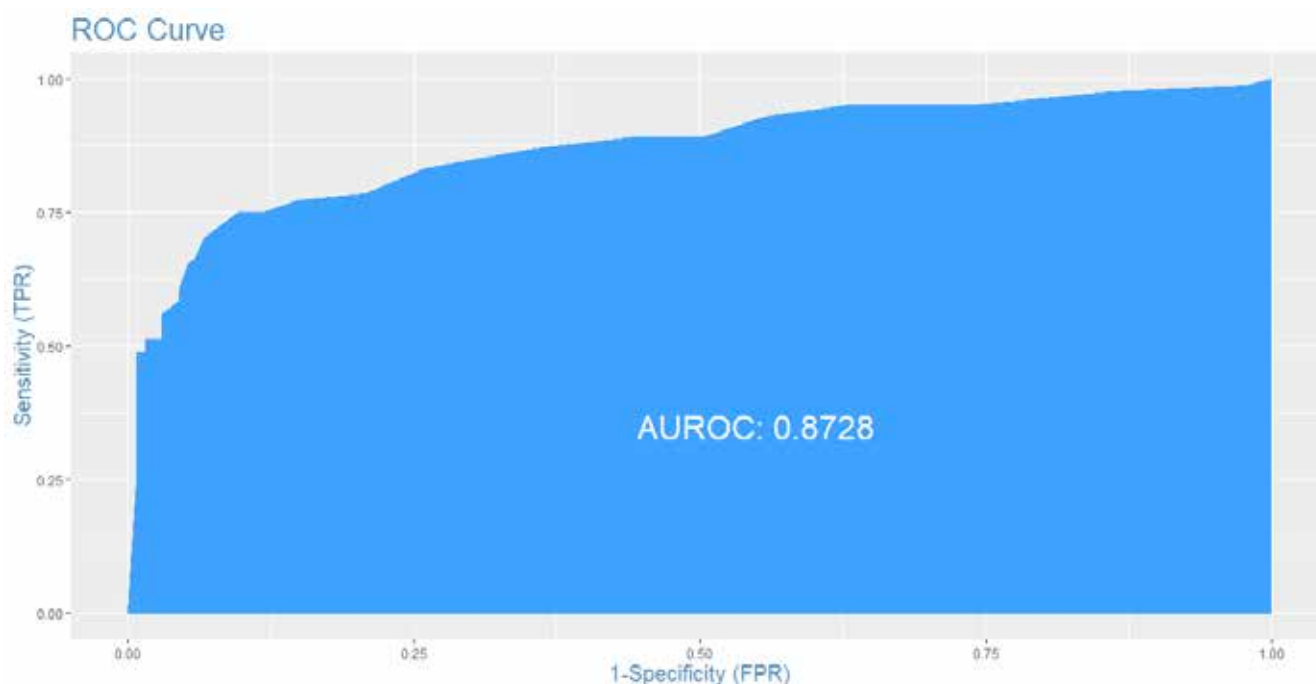
Figure 3. ROC in testing sample for Logistic Regression

4. Discussions

There is a strong interest to identify mental health disease as early as possible. Mental health conditions cost employers more than $100 billion and 217 million lost workdays each year. By addressing mental health issues in the workplace and investing in mental health care for workers, employers can increase productivity and employee retention. In this study, we built a predictive model using artificial neural network as well as logistic regression to provide a tool to identify fear to discuss mental health issue with the employers.

According to the logistic regression, have you sought treatment for a mental health condition, has your employer ever discussed mental health as part of an employee wellness program, and do you think that discussing a physical health issue with your employer would have negative consequences were important predictors for fear to discuss the mental health issue with the employers.

A predictive model would be an extremely useful tool to timely identify fear to discuss mental health issue with the employer.

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Section 10. Philosophy

Master Nguyen Van Nam
Postgraduate, Ho Chi Minh National
Academy of Politics, Vietnam
E-mail: namnguyentqsqk1@gmail.com

SOME SOLUTIONS TO IMPROVE THE QUALITY OF EDUCATION IN THE SENSE OF DISCIPLINE OBSERVANCE FOR MILITARY PERSONNEL IN VIETNAMESE FOR PEOPLE'S ARMY CURENTLY

Abstract. Educating the sense of discipline observance in Vietnamese for people's army is an important content in the leadership and command of the management of the activities of each person and of the whole team. This activity plays a great role, ensuring that each military person performs well the assigned tasks, contributing practically to the cause of building a "revolutionary, regularity, elite, gradually modern" army in the new situation.

Key words: The sense of discipline observance, education, Army.

1. Introduction

Vietnamese for people's army is a new type of army, bearing the nature of the working class, and is a sharp tool of violence to protect the Party, State, People and regime of socialist Vietnam. Through the process of building, fighting and maturing, thanks to the care, education and training of our Party and President Ho Chi Minh, the sense of strict self-discipline has become a good nature beautiful and precious tradition of the Vietnam People's Army. The cadres and soldiers in the Army are always firm, confident in the Party's lines, undertakings and policies; actively fight the destructive plots of hostile forces. Disciplinary management has seen a clear change; there has been a clear change in the situation of violating military discipline and the State's laws. However, in fact, some negative social phenomena are still happening quite complicatedly, affecting all aspects of the lives of military cadres and soldiers, especially in the aspects of politics, ideology and groups dignity and morality. It is noteworthy that the level of inter-est and the level of education in the sense of discipline observance for soldiers of some managers still has certain limitations. This is one of the obstacles to the task of educating the soldiers' sense of discipline in the Army.

In the current period, the Party and State of Vietnam have a policy of building the Vietnam People's Army in the direction of "revolutionary, regular, elite, step by step modernization"; well organized, balanced, compact and strong; has strict discipline, combat readiness and high combat strength to ensure that the Army always successfully performs the task of building and defending the Socialist Vietnam Fatherland in all circumstances. To realize this policy and goal, one of the most important tasks today is to strengthen the education of discipline for each soldier.

2. Content

Vietnamese for people's army, educating the sense of discipline observance is is an essential requirement for each soldier to maintain the good image of "Uncle Ho's soldiers" in the new situation. The

education of discipline for soldiers must be based on consideration and assessment of the discipline of each individual in the course of performing the task. At the same time, each individual must self-evaluate their behavior based on the responsibilities and duties specified in the ordinance or charter. The contingent of unit leaders and commanders must be responsible for guiding exemplary disciplinary behavior to soldiers under his authority on different aspects of military operations. The education of the sense of discipline observance of the whole team must be based on educating the sense of discipline observance of each person.

In order to well implement the work of educating the sense of discipline observance for soldiers in Vietnamese for people's army currently, it is necessary to fully implement measures that affect overall awareness, emotion, belief and the discipline of each soldier, turning the educational process into self-education, self-awareness. In particular, it is necessary to pay attention to well implementing a number of basic solutions:

2.1. Raising awareness about the need to educate soldiers on the sense of discipline

The sense of discipline observance of the soldiers in the Vietnam People's Army is manifested in their understanding, knowledge and belief in State laws, regulations, military discipline, self-compliance anytime, anywhere. Therefore, the party committees and commanders at all levels need to increase the education for each soldier to firmly grasp the Party's lines and undertakings, the State's policies and laws, the Army's discipline and the application's regulations. On that basis, changing awareness and action, adjusting law-observing behaviors, building a regular, scientific, disciplined, disciplined, disciplined work environment, military manners. This process must be conducted regularly and continuously, with specific contents and measures suitable for each object to bring practical effects. The content of education must be comprehensive, in which special attention should be paid to grasping thoroughly legal docu-

ments in the fields of military, national defense, and national defense as well as regulations issued by the Ministry of National Defense; thoroughly for all soldiers in the unit clearly see the need and require strengthening the work of law dissemination and education in the new situation. At the same time, the implementation process should follow the reality, operating environment, characteristics and tasks of each unit to supplement and enrich the content, form, and measures to educate and raise awareness discipline for each soldier.

2.2. Promoting the role of the contingent of cadres presiding over agencies and units in managing the disciplinary observance of soldiers under their authority.

In educating the sense of discipline observance of the whole unit, the commander plays a very important role. Point 6 in Article 10 of the "Ordinance on the management of the army" of the Vietnam People's Army clearly states: The commander has the duty to maintain strict military discipline, build a regular order, keep security and safety in the unit. Therefore, the commander must be a particularly exemplary, self-conscious, serious person in obeying all orders and instructions of his superiors. In addition to his own model, the commander must also be the one to actively organize all aspects of the unit's activities into regular order. These activities play an important role in educating the units' sense of discipline. In particular, the grasping of the situation of discipline must be conducted regularly through the top-down command system, through the implementation of the regime during the day, week, and month …, especially through briefings daily unit. Therefore, understanding the situation of the day, the week as well as the briefings must be carried out seriously and with quality, all phenomena of underestimation, triviality, roughly through loudspeaker are all gaps in the educational stage sense of discipline for soldiers in the unit.

The leaders and commanders of the units, in addition to grasping the disciplinary situation of their

officers and soldiers, must also promptly take appropriate measures to prevent possible violations of discipline. If the leaders and commanders of the unit do not strictly manage discipline, do not prevent education in time, those events can be the germ of really serious disciplinary violations, photo adversely affecting the general discipline observance of the whole unit. When a disciplinary violation occurs, the person in charge of the unit must have strict attitude, promptly handle the violation, no dodge, or exclude anyone. In particular, it must be fair in handling and disciplining.

2.3. Determining the correct content, flexibly use forms and measures to educate and discipline the soldiers

Based on the content and training program, it is necessary to focus on fostering for each soldier the basic issues of Marxism-Leninism, Ho Chi Minh's thought on building a revolutionary army of the working class; the Party's line and point of view on building a revolutionary, regular and elite People's Army, step by step modernizing; construction requirements. Regular, advanced, exemplary school. Fostering objectives, combat ideals, functions and duties of the Army; the powers, duties and responsibilities of soldiers and soldiers of the revolution; the fine traditional values of the nation, the Party, the Army and the unit; sense of self-consciousness in performing tasks, observing the discipline and regulations of the unit, regulations of the party organizations, unions, the Military Council; conspiring the enemy's tricks, affecting the maintenance and observance of discipline; the path, measures to self-educate self-discipline, …

Inheriting and promoting effective forms of discipline awareness that are in progress, it is necessary to continue to innovate and improve the form to suit the characteristics of each soldier and the specific tasks of each unit. Equipping knowledge with orientation of thought, action, setting good examples of good deeds; promote and replicate advanced practices in training and disciplining. Therefore, the management staff themselves must be an example in the observance of the discipline to guide and set an example for each soldier.

2.4. Promoting the positive, proactive self-awareness of each soldier in self-education, training the sense of discipline

Promoting the positive, proactive self-education and self-discipline of each soldier is an important basic content and measure that has direct significance in determining their self-discipline and self-discipline. Because each soldier's sense of strict discipline and organization is not self-existing, available, but on the contrary, it is the result of the process of self-education, scientific self-training, seriousness of per soldier. Self-educating and training for each soldier's sense of discipline is the process in which soldiers organize their own educational and training activities on the basis of repetition, repetition, and accuracy of their requirements of the command, the charter, the regulations of the army, of the unit, turn it into a habit, behavior in everyday life. In essence, this is the process in which each soldier overcomes difficulties and complexities by themselves to form habits, strict law acts, overcome the negative characteristics of his character, consolidate his will, and help the army. people are confident, self-restrained, and calmly handle relationships properly. However, self-education and self-training of soldiers is not spontaneous, but it is a process of regular leadership, direction and command of all levels, cadres, managers and mass organizations in the whole unit.

Each soldier in the unit is the subject of self-education and self-training. In that process, each soldier must have a serious attitude, high responsibility, self-awareness, fascination with internal motives to urge to participate in activities to accumulate knowledge, experience, knowledge, believe, to train bravery, will, determination … At the same time, it is necessary to have orientation, create conditions to help the subject in the educational and training process, so that the process of self-education and training can be highly effective.

2.5. Closely coordinating between units, people and local authorities in educating the sense of disciplining for soldiers

Due to the operational nature and communication needs of each soldier in the Vietnam People's Army not only confined to the military barracks, but also outside the barracks, directly in the closed area Army. Geographical conditions, population situation, political security order in localities where Army units are stationed also greatly affect the management and education of the soldier's sense of discipline. Therefore, it is required that leaders and commanders at all levels in agencies and units have to actively have close relations with the party committees, local authorities to jointly manage, educate and maintain strict discipline. team. carry out monthly and quarterly briefings with the local authorities, inform each other the pros and cons in the militia relationship to promptly draw experiences in educating the sense of discipline.

As an integral part of society, many contents of the education of disciplined awareness for soldiers in the Vietnam People's Army are directly related to the content of social management and social policies festival. In order to well implement the work of educating the sense of discipline observance for soldiers in the Army, it is necessary to have close coordination between Party agencies, State agencies, mass organizations and the leadership system, commanders in agencies and units in the Army. Therefore, it is necessary to review and supplement the policy system for the Army and the Army homeland to suit the new conditions. It is also an important part to contribute to improving the quality of education and discipline for soldiers in the current situation.

3. Conclusion

Disciplinary obedience is the principle in Army building and is a fine tradition of the Vietnam People's Army. Education of disciplined discipline for soldiers in the Vietnam People's Army is an important content in building a strong and comprehensive unit. This is essentially the process of equipping the knowledge of law, discipline and transforming the requirements of law, ordinances, regulations of the military, of the unit into the internal motive needs of each solider. Helping them develop a habit of living, working and being disciplined. Constantly improving the personality qualities of the revolutionary soldiers, meeting the requirements and tasks of the cause of building the regular, elite, step by step modernization of the Vietnam People's Army; ensuring the ability to firmly defend the Socialist Vietnam Fatherland in all circumstances.

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Section 11. Economics

Logutova Tamara,
Dr. of Economic Science, professor,
Head of department of innovations and management
Pryazovskyi State Technical University,
E-mail: logutova_t_g@pstu.edu

Poltoratskiy Mykola,
Postgraduate student,
Department of innovations and management,
Pryazovskyi State Technical University,
E-mail: n.poltoratsky@gmail.com

KEY ELEMENTS OF MACROECONOMIC ENVIRONMENT IMPACT ON TARIFF FORMATION IN SEAPORTS OF UKRAINE

Abstract. The article illustrates the key elements of macroeconomic environment of tariff formation in seaports of Ukraine. The authors emphasized the need to build a sustainable and effective system of tariff formation in seaports of Ukraine, based on public sea transport policy as the main element of macroeconomic environment.

Keywords: macroeconomic environment, seaport, tariff formation, transport infrastructure, state development program, economic indicators, fiscal policy, investment climate.

Results of the research. In the above scientific work, the authors have formed and submitted the list of the key elements of macroeconomic environment of the seaport tariffs formation in Ukraine, namely: Ukrainian state development programs, the main directions of fiscal policy of the country, the national transport strategy of Ukraine, the indicators of social and economic development of Ukraine, etc.

Ukraine is one of the countries possessing the Black Sea-Azov basin access and its port industry is one of the main sectors of transport infrastructure. It should be stated that today there is a deliberate push to weaken the state's position in the national port complex. The forced closure of the seaports of Kerch, Sevastopol, Feodosia, Yalta and Yevpatoria in the temporarily occupied territory of the Autonomous Republic of Crimea and the city of Sevastopol has been an additional lever significantly affecting the maritime economy complex.

Under the conditions of significant growth of competition in the port services market, the volume of cargo flows is significantly reduced, accompanied by the reduction of loading of state-owned port facilities.

Thus, the authors have calculated statistical data on the dynamics of cargo handling by state-owned companies at Ukrainian seaports in recent years. Since 2014, the specific share of cargo handling by state-owned stevedores has been gradually decreas-

ing, namely: 2014–34% or 49.2 million tons; 2015–34% or 48.9 million tons; 2016–29% or 38.4 million tons; 2017–26% or 34.7 million tons; 2018–25% or 33.4 million tons; 2019–22% or 35.2 million tons. It ought to be noted that the above decrease has been fully offset by an increase in cargo handling by the private sector, as a consequence of the gradual denationalization of the state stevedoring business.

All of the above has prompted a more thorough and balanced approach to the tariff formation process in Ukrainian seaports and to identify the key factors influencing this process in the current macro environment. The key factors of influence on the tariff formation process include: the availability and essence of the state development program of country; the essence of state infrastructure reforms; the availability and effectiveness of the national transport strategy of Ukraine; the main directions of fiscal policy; indicators of socio-economic development of Ukraine; the investment climate in Ukraine. Thus, a rational approach to tariff formation will improve the efficiency of the port industry.

The purpose of the work is to analyze the determinants of the key elements of the macroeconomic environment in the tariff formation process in Ukrainian seaports.

Let us consider the key elements of macroeconomic environment.

State development programs are always the basis for the development of all sectors of the national economy. They make an effective factor and element of state policy in the systemic restructuring of strategic directions activity and overcoming challenges to society, carried out in accordance with the Law of Ukraine "On State Targeted Programs" dated on March 18, 2004 No. 1621-IV [1], and has a determining influence on the economy and security of Ukraine. Regarding the maritime industry, the state target programs influence the formation of state policy according to the level of state tariffs formation for maritime transportation vector, allocation of promising areas of state enterprises in the ecological sphere.

Within the framework of active economic development, the state reform of infrastructure is being carried out — this is the creation of an effective transport complex of Ukraine integrated into the world transport network [2]. The reform process extends to the implementation of major structural projects, aviation, railroad transport, car transport and road economy, sea and river transport. Thus, on 24.04.2020 the Supreme Council (Verkhovna Rada) of Ukraine has finally adopted in the first reading the "On Inland Water Transport" draft law (No. 1182–1-A) in the maritime and river transport sector.

It should be noted that the above reform will be implemented taking into account global trends suggesting [2]: use of high-tech and ergonomic vehicles, principles of multimodality and intelligent transport systems; use of alternative fuels, "green" vehicles, partial reorientation of transportation from road to inland waterway and rail transport, priority of environmental protection; increasing the share of container transportation, interoperability of transport systems within supply chains; encouraging in Ukraine development of latest transport technologies and systems in partnership with the world's leading companies; attracting strategic investors and partners in the development of public-private partnerships and more.

Among the major national projects, we should mention implementation of the Go Highway — a major international infrastructure project that aims to combine the ports of the Black Sea and Baltic Sea and TEN-T enter to the European transport network. This will bring the maritime infrastructure of Ukraine to a higher level of competitiveness and operability.

The authors of scientific work agree with [2], that the most important aspect today is to develop and approve an effective methodology of port tariff calculation, review their amount taking into account the structure and directions of cargo flows, which would have a positive impact on enhancing the attractiveness of commercial seaports for users of transport services and the creation of a guaranteed

source of compensation costs for the reproduction and development of port infrastructure.

An effective *national transport strategy of Ukraine* is a key element in the formation of attractive conditions for the development of state-owned maritime enterprises in the current macroeconomic environment. The strategy has been approved by the national government for the period up to 2030. In accordance with the Regulation of the Cabinet of Ministers of Ukraine dated on 30.05.2018 No. 430-p [3] and is a basic strategic document for the development of the transport industry, determining the main problematic issues, tasks for implementation and expected results of implementation. Thus, the national transport strategy identifies the need to introduce transparent and effective tariff models, the transition of tariffs formation for transportation to market practice, in particular through the development and approval of methods for calculating port tariff rates, viewing their amount with the structure and direction of cargo flows, which will increase the attractiveness of commercial seaports for users of transport services and create a guaranteed source of cost recovery for the reproduction and development of port infrastructure.

The objective of the strategy is to define the conceptual foundations for the formation and implementation of state policy to ensure the stable and efficient functioning of the transport industry, to create conditions for the country socio-economic development, and to improve competitiveness of the national economy and living standards.

The strategy emphasizes the need for urgent technical re-equipment and modernization of seaport infrastructure, which is necessary for the development of the maritime industry in line with international standards and regulations.

One of the key principles of strategy implementation is the liberalization of pricing in the transport services market and the functioning of transport enterprises on the basis of self-sufficiency.

Among the main directions of the strategy implementation is improvement of the investment climate by ensuring the development of public-private partnerships and attracting investment on concession terms. In these aspects the strategy coincides with the main state development programs of the country.

It should also be emphasized that in the current situation there is a need to reform the state management system for all modes of transport and commercial seaports in particular.

The main directions of fiscal policy are social and economic conditions creation for the national producer, tax changes and innovations introduction, dividend policy of the public sector of the economy adjustment, foreign debt management, etc., which in general promotes transparency of economic planning not only at the level of an individual country, but also on a global scale. As an example, the authors cite the draft Basic Fiscal Policy Guidelines for 2019–2021, approved by the Cabinet of Ministers of Ukraine on 18 April 2018 No. 315-p [4].

Indicators of socio-economic development of Ukraine are macroeconomic and microeconomic indicators of socio-economic development of Ukraine and regions, regularly formed by the State Statistics Service of Ukraine [5] to provide indicative information to the executive authorities of the country, and economic entities aimed to adjust the current activity plans, planning and forecasting for the short and medium term.

Socio-economic indicators in the context of maritime industry development should include such categories as: volume of sold industrial and agricultural products, index of industrial and agricultural products, export and import of goods, cargo and passenger turnover. The above indicators allow us to make a complex economic analysis of the factors influencing the tariff formation process of maritime industry on the state level in the short-term and long-term perspective.

The *investment climate in Ukraine* — is the leading driving force of national economic recovery, in economic terms it is a derivative category and the result of the state policy implemented in relation to

the global perception of Ukraine in the world and the national economic sector as a potential and effective partner for attracting foreign direct investment.

In the list of priority investment projects in the maritime industry, the Cabinet of Ministers has included [6] the concession of the railway ferry complex of the SE "Sea Commercial Port Chornomorsk", the project for the concession of the "Chornomorsk" first and container terminals, the project for the concession of the passenger complex in "Odessa" seaport, concession of berths No. 6–9 in Berdiansk branch of SE "Administration of Seaports of Ukraine" as well as the project for development of transshipment capacities on the adjacent territory of the "Ukraine" shipyard (includes deepening of the water area and reconstruction of the berths).

Each of the above elements of macroeconomic environment has a significant impact on the tariff formation of maritime enterprises at different state levels of development of the country, which is reflected in the need for new effective approaches to the formation of the port tariff rate level according to global trends and the overall development planning of a unified and more modern logistics system in Ukraine.

Findings.

Ukraine is the leading link in the global transport chain. It has access to the Black Sea-Azov basin. Under the conditions of uncertainty, economic crisis, pandemic and social tension in Ukraine the number of ports is decreasing, cargo traffic is shrinking, cargo transit is being cut, that is, the port industry is being reformed.

The above-mentioned obliges specialists to take a balanced approach to the tariff formation process in the port industry of Ukraine and to take into account that the determining elements of influence on the tariff formation process are: state programs of country development; state infrastructure reforms, national transport strategy of Ukraine, fiscal policy of the country, indicators of socio-economic development of the country, the investment climate of the state.

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